DOCUMENT RESUME

ED 473 184 CE 084 428

AUTHOR	Callahan, Jim; McLaughlin, Brenda
TITLE	Paper and Process: How Youth Programs Manage Program Intake, Individual Service Strategy Development, and Case Files.
SPONS AGENCY	Employment and Training Administration (DOL), Washington, DC. Office of Youth Opportunities.
PUB DATE	2002-00-00
NOTE	73p.; Developed by Callahan Consultants, Inc.
AVAILABLE FROM	For full text: http://www.doleta.gov/youth_services/pdf/TEN4-01Iss.pdf.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Disadvantaged Youth; *Case Records; Case Studies; *Caseworker Approach; Counseling Techniques; Data Collection; Delivery Systems; Demonstration Programs; Education Work Relationship; *Eligibility; *Employment Services; Enrollment; Evaluation Methods; Field Interviews; Guidelines; Informal Assessment; Information Management; Interviews; Labor Force Development; Postsecondary Education; Program Guides; *Program Implementation; Questionnaires; Records (Forms); Secondary Education; Student Evaluation; Vocational Education; Youth Employment; *Youth Programs
IDENTIFIERS	Best Practices; Workforce Investment Act 1998

ABSTRACT

This guide presents information and materials to help youth programs manage program intake, design an individual service strategy (ISS) as mandated in the Workforce Investment Act, and manage case files. The materials are based on information obtained from staff working in seven successful youth workforce investment programs in Maryland, Pennsylvania, Washington DC, and West Virginia. Section 1, which focuses on the intake process, discusses strategies for creating a user-friendly enrollment process (using customer checklists, staff tape recorders, and staggered intake sessions to streamline the enrollment process) and steps in designing an objective assessment process to review applicants' academic and occupational skills and identify their service needs. Section 2 presents guidelines for developing an ISS approach that identifies each applicant's employment goal, appropriate achievement objectives, and appropriate services to achieve those objectives. Specific guidelines for two approaches to the ISS process the compliance approach and the integrated case management approach--are outlined. Section 3 explains how to integrate paper and electronic files, organize case files, and ensure that files are accurate. The following items are appended: (1) program summaries; (2) sample forms and procedures from actual successful youth workforce development programs; and (3)descriptions of tools for assessing life skills, basic skills, occupational skills, and interests and aptitudes. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 184

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Paper and Process

How Youth Programs Manage Program Intake, Individual Service Strategy Development, and Case Files

Developed For The

U.S. Department of Labor, Employment and Training Administration, Office of Youth Opportunities

By Callahan Consultants, Inc.

CE084428

 BEST COPY AVAILABLE

Acknowledgements

Callahan Consultants, Inc. prepared this guide under a purchase order from the U.S. Department of Labor, Employment and Training Administration, Office of Youth Opportunities. The authors, Jim Callahan and Brenda McLaughlin, developed the content for the guide based on information obtained from staff working in the programs listed below:

- Living Classrooms in Baltimore, Maryland
- Crispus Attucks YouthBuild in York, Pennsylvania
- Civic Works in Baltimore, Maryland
- Covenant House Youth Opportunities in Washington, DC
- The Career Academy in Baltimore, Maryland
- Region 1 Youth Development Program in Beckley, West Virginia
- The Youth Opportunity Program in Baltimore, Maryland

For their ideas and information—and the work that these organizations do to help young people—we express our sincere thanks.

We also want to acknowledge the assistance provided by the Sar Levitan Center at Johns Hopkins University in Baltimore, Maryland. The Levitan Center provided logistical support and reviewed draft materials. Their assistance was an invaluable part of completing this work.

Finally, credit and thanks go to the Office of Youth Opportunities for their editing, advice, and recognition of the need to develop and distribute information that may assist youth programs in improving youth services under the Workforce Investment Act.

Contents

INTRODUCTION 1

1. THE INTAKE PROCESS 3
Enrollment 3
Assessment 5

2. THE INDIVIDUAL SERVICE STRATEGY (ISS) 10
ISS Approaches 10
ISS Opportunity 11
ISS Design Elements 12
Information Components of an ISS 14

3. CASE FILES 19
Integrating Paper and Electronic Files 19
Organizing Case Folders 22
Tips For Accurate Files 23

THE FINAL WORD 26

ATTACHMENT A: PROGRAM SUMMARIES 27

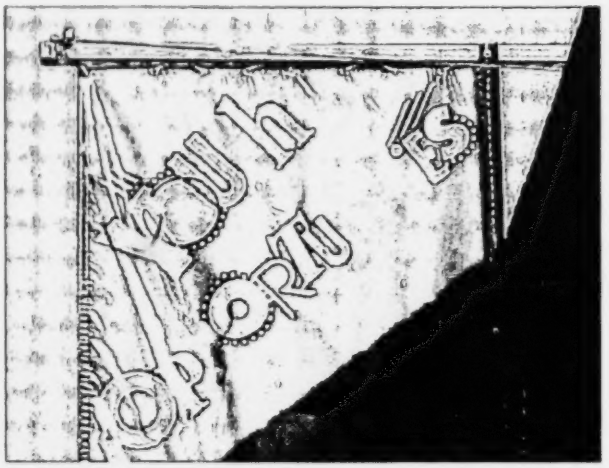
ATTACHMENT B: SAMPLE FORMS & PROCEDURES 31

ATTACHMENT C: ASSESSMENT TOOLS 51
LIFE SKILLS 51
BASIC SKILLS ASSESSMENTS 52
OCCUPATIONAL SKILLS ASSESSMENTS 55
INTERESTS/APTITUDES ASSESSMENTS 60

Introduction

Planning and documenting youth participation and achievement is an important aspect of youth workforce investment programs. The Workforce Investment Act (WIA), with its requirement that youth programs create an individual service strategy (ISS) for all participants based on an objective assessment, has caused program operators across the Nation to reconsider this critical aspect of program operations. The focus of this guide is to offer information and ideas on these topics.

Information for this work came from visits to a selected group of youth programs. Although some program specifics vary, all of the programs visited provide services to assist youth successfully transition into the world of work. Many of these programs have been recognized by the Promising and Effective Practices Network (PEPNet) initiative as exemplary programs, and all of them have a wealth of experience providing services to the most disadvantaged young people living in their communities. Attachment A provides a list and a short description of the programs visited.



The visits uncovered many ideas and approaches used by these programs to effectively and efficiently handle this part of the youth workforce investment business. The guide presents the information that was collected in three sections:

1. **The Intake Process;**
2. **The Individual Service Strategy; and**
3. **Case Files**

Also included are two additional sections. The first—Attachment B—contains sample forms and procedures that may interest WIA staff who are evaluating their own case management systems. By no means are the samples exhaustive; but they do represent solid tools for consideration.

The second section—Attachment C—provides a list and short summary of assessment tools, including how to obtain more information on each of the products. The assessment tools are included as examples only - not necessarily as the best available. However, program staff indicated that these examples

BEST COPY AVAILABLE

proved to be useful tools that are or have been used in working with young people.

Program staff shared not only forms and feedback on the assessment tools, but also many excellent ideas and practical approaches on planning and documenting youth participation and achievement. In fact, in several sites, staff described new approaches and strategies currently being used to enhance the youth training programs. While not all of the methods that were presented during the fieldwork visits are included in this guide, the samples that are included indicate that these programs – which appear t be representative of the majority of youth serving programs – are committed to improving the methods and approaches used in their work with young people.

1. *The Intake Process*

Enrollment

Many programs use the enrollment process to both collect core identification and demographic information and to conduct an initial assessment of the youth 's needs and career aspirations. While enrollment and assessment are typically carried out as one integrated process, we will discuss them separately in this guide.

Staff report that gathering information during enrollment is the least favorite program activity and the least youth friendly part of the program. A source of the disenchantment appears to be a disconnect between the case management system and the management information system (MIS) typically used in the programs.

Case management systems focus on the information, forms, and routines needed to assist direct service staff to organize and deliver services to young people. MIS is typically used for the overall management of the youth program and focuses on using individual youth data to track the total program population. These two systems are seldom integrated, resulting in duplicative information, data gathering and recording which wastes valuable staff time and is a "turn off" for the young person.

Many of the programs showed intake forms and systems that are designed primarily to provide data to the MIS and address eligibility rules and regulations. One program has 20 pages of intake forms each youth is required to fill out on day one of the program. These intake forms and routines appear to be primarily focused on eligibility determination, not effective case management.

Staff noted several additional factors that contribute to a non youth-friendly enrollment process:

Extensive Eligibility Documentation Requirements

The concern over potentially enrolling and serving non-eligible youth has clearly pushed many programs into excessive documentation routines far

BEST COPY AVAILABLE

exceeding what is required. One program required youth to produce five different documents related to eligibility and intake data needs before program activities could begin.

Multiple Funding Sources

Intake data and eligibility definitions vary when different funding sources are used to provide services. Some programs dealt with this by completing separate intake and enrollment forms for each program funding stream.

Dealing With "Non-eligible" Youth

While all of the staff agreed with prioritizing services to the most at risk youth, many noted that simply referring non-eligible youth to other service providers was another facet of the intake/enrollment process that contributed to a non youth-friendly atmosphere. Several of the staff interviewed suggested that a process modeled on the adult one-stop approach – which allows for a core of services to be provided to all people regardless of eligibility factors – could be a more logical approach for youth services.

For the most part, staff attributed these issues they experienced with the enrollment process to rules and regulations beyond their control. However, they did offer some ideas and approaches they use to streamline and improve their enrollment process.

Customer Check Lists

Several programs give interested youth a specific list of documents to bring to the center to help program staff quickly determine eligibility. See *Attachment B: Sample Forms and Instructions* for an example of the checklist that is used by the Baltimore YO program. Staff gives a copy of the checklist to each youth so they understand what eligibility documents are needed to participate in the program. This provides the young person with an opportunity to collect the documents prior to the intake session and avoid the frustration of a delayed enrollment into the program. The Baltimore program includes this list as part of the appointment card the recruiters provide when talking to youth in the community.

Staff Tape Recorders

Another program, Crispus Attucks YouthBuild, gives the staff mini tape recorders and trains them to gather enrollment information using the recorders. The tapes are then given to a contractor, who has been employed to complete the intake forms. Crispus Attucks finds this approach to be very beneficial: the intake and enrollment forms are typed and easy to read; staff see the enrollment process as less intrusive and more youth friendly because there is less interruption as the staff person speaks into the tape player to capture the required data; and staff do not spend valuable time actually completing the data blocks on the forms.

Staggered Intake Sessions

Once core eligibility has been established, several programs use a staggered schedule for the overall intake and enrollment processes. Staggering the intake and enrollment processes enables staff to intersperse engaging the young person in some productive and/or fun program activities while completing the formal program intake process – which youth often see as intrusive and unnecessary.

In the third section of this guide, additional issues and ideas are discussed about the need to be youth-friendly while balancing both the paperwork and accountability needs of the program.

Assessment

For all WIA funded programs, completing an objective assessment is a required part of service delivery. While not all of the programs visited are WIA funded, all have an assessment component which is part of the intake process.

A WIA objective assessment should consist of a review of academic and occupational skill levels, as well as the service needs of each youth. In the programs visited, the consensus was that each young person should be given an objective assessment spanning:

- ***Basic skills;***
- ***Job specific or occupational skills;***

BEST COPY AVAILABLE

- ***Prior work experience;***
- ***Employability (work readiness);***
- ***Interests;***
- ***Aptitudes;***
- ***Supportive service needs; and***
- ***Developmental needs (maturity, confidence, etc.).***

Furthermore, staff clearly indicated that a comprehensive objective assessment should combine both a formal evaluation—usually from testing information—and an informal staff assessment based on information learned directly from talking and working with the young person.

Formal Assessment

Most programs include a formal assessment as a part of the intake routine. Typically, programs use an assessment tool that measures basic education skills. To a lesser degree, some programs also use assessments to measure life skills, occupational skills, and interests/aptitudes.

Programs select and use assessment tools that blend with and complement their program's philosophy and services. Therefore, the purpose was not to identify one assessment tool or a particular best practice that would meet the needs of all programs. Instead detailed information is provided on a number of assessment tools used by the visited programs. *Attachment C: Assessment Tools* provides the following information on assessment tools that may help program administrators select an appropriate assessment tool:

- The company or organization developing and/or selling the tool;
- What the tool is used for;

- How the tool is administered;
- How long the assessment takes to complete;
- How the assessment is scored;
- How much it costs;
- The training time needed for those administering the tool; and
- Who uses the product.

Please note that neither the authors nor USDOL endorse or advocate the use of any of the assessments included in Attachment C. However, we would like to highlight one assessment that we found to be unique – the Ansell-Casey Life Skills Assessment (ACLSA). First, the ACLSA is unique because it is free. Developed by the Casey Foundation, the ACLSA provides an evaluation of youth independent living skills, such as daily living tasks, housing and community resources, money management, self-care, social development, and work and study habits. It consists of statements about life skills that the youth and his/her caregiver(s) complete.

The ACLSA has versions for both youth and their caregivers. It is appropriate for youth regardless of living circumstances (e.g., living with birth or adoptive parent(s), in foster care, in residential treatment). For youth, it is a self-assessment. When completed by the caregiver, it is a program assessment of the youth's life skills knowledge.

The second unique feature of the ACLSA is that it can be completed on-line using the Internet. A program needs a personal computer with Internet access and Adobe Acrobat Reader (which can be downloaded from Adobe for no cost) to use this approach. Forms can also be downloaded and completed with paper and pencil, if preferred. The youth form can be administered individually or in a group, at home, in school, or in an office. The questions can also be read to the youth in an interview format. The ACLSA full-length forms can take anywhere from 15-30 minutes to complete. The ACLSA short form takes approximately 5 minutes to finish.

If the assessment is completed on-line, it is scored electronically with a minimum turnaround time, often immediately. The user will receive notification, via the e-

BEST COPY AVAILABLE

mail address provided during the log-on process, as soon as the Individual Report is ready. If the assessment is taken with paper and pencil, the responses can be entered into the ACLSA on-line version to generate a scored report. Using the ACLSA offers several benefits:

- The ACLSA is always free to use on the Casey Family Programs website (www.casey.org), and no permission to use the test is necessary.
- Training time to use the tool is minimal. If desired, however, there is a companion to the tool—the Life Skills Guidebook (also available on-line) —that can help practitioners and caregivers develop a customized life skills teaching plan.
- Youth seem to like taking the assessment, especially when the Internet is involved.
- The tool provides a way to not only assess the young person's knowledge of often sensitive and personal topics and skills, but it also provides staff a less confrontational approach in discussing personal issues with the young person.

Staff Assessment

Program staff realizes that pencil and paper or computer assessments are essential but also know that these methods only provide a part of the picture. Staff suggests that a more comprehensive assessment includes the direct service worker's review and input on such areas as the youth's:

- Family, Home and Nutritional Status;
- Health;
- Legal Status; and
- Support Needs.

The Baltimore YO program and Covenant House in DC are examples of programs that combine a structured, on-going staff assessment process with the formal assessment testing. A copy of the Baltimore YO Customer Profile form is included in *Attachment B*. The Customer Profile form details the assessment

issues that program staff are asked to focus on, going beyond the paper and pencil assessments. Both the Baltimore and Covenant House programs start their staff assessment process at intake and train staff to continue the process throughout the program as a regular part of their work with youth.

2. *The Individual Service Strategy (ISS)*

ISS Approaches

The WIA requires that every youth enrolled in a WIA youth program have an ISS that:

- ***Identifies an employment goal;***
- ***Identifies appropriate achievement objectives; and***
- ***Identifies appropriate services for the participant taking into account the youth's objective assessment.***

While WIA requires that programs document each of these three items, the scope of the ISS can be expanded. Several of the programs use the ISS process as a way to engage young people in the activities leading to the achievement of their goals. Most of the staff use the ISS as an integrated part of their overall case management approach. Based on the feedback from the programs we visited, the ISS process takes one of two basic approaches:

Compliance Approach

WIA requires that programs complete an ISS form in order to comply with the law. Two of the programs used a compliance approach. However, one of the programs using this compliance approach is in the process of retooling the ISS process so that it serves more than simply a compliance requirement. The Beckley, West Virginia Youth Development Program developed a new ISS process that employs more of an integrated case management approach. Since our visit to Beckley, staff have drafted a new ISS form and process. It appears to be an excellent model and is one of the samples included in *Attachment B.*

Integrated Case Management Approach

The integrated case management approach uses the ISS process to manage the delivery of services the program provides to young people. Because the ISS is essentially a service-planning tool, integrating it as a part of the case management process is a logical and practical application. The majority of the programs we visited used their ISS process in this fashion.

ISS Opportunity

Nearly every staff person interviewed views the process of developing and maintaining the ISS as an opportunity for the program to improve services. If properly designed and used, the ISS can be the cornerstone of a comprehensive youth development program, serving a number of program functions, such as:

Planning Services

First and foremost, the ISS serves as a planning tool in all the programs visited. The ISS provides a framework for establishing individual goals and objectives, along with outlining a road map for achieving those goals.

Engaging Youth

A well designed ISS process can be used as a means to effectively engage young people in the decision making process. For example, the counselor at the Career Academy in Baltimore meets weekly with each young person in the program. At each meeting, the ISS provides the framework for discussing the young person's progress and any issues. As a mutually developed and agreed upon customer service plan—a plan of action that clearly articulates the responsibilities and aspirations of both the youth and the program—the ISS process not only produces a program form that complies with the WIA law, but also results in a intake and enrollment program approach for fostering youth development.

Case Management

Clearly, in many programs the ISS is seen as an integral part of the case management system. Staff at the majority of the programs visited articulated the interdependence of the ISS process and case management services provided. They see the two processes as complementary and interdependent tools, working in tandem to provide a means for organizing, providing and tracking needed services for the young person, as well as documenting the young person's successes, achievements, and goals.

BEST COPY AVAILABLE

Accountability

While not universal, several of the programs include the ISS as part of the performance accountability system. They monitor the program activities the youth is involved with and compare these activities to the individually developed plans of service in the ISS. This process assists the program to track planned and actual sequencing of services and service outcomes in a meaningful way. This approach turns the ISS into more than a planning tool – it becomes a part of the overall approach used to help measure and formally record the actual progress being made by an individual participant.

ISS Design Elements

In nearly every instance, staff indicated that the ISS ***process*** is much more important than the ISS ***forms***. Although the designs of the ISS forms varied from program to program, we found most of the ISS processes to be strikingly similar. We believe that a great deal can be learned by reviewing the similarities across the programs' ISS processes.

Mutual Development

Developing the ISS with input from youth is a consistent theme among all of the programs employing an ISS process. Enabling the young person to take responsibility for his/her career development was a theme often heard in our visit. Also, encouraging youth to be responsible for their successful transition into adulthood should be an important component in all youth programs using a youth development approach. What better way to send this message to the young person than to engage them in a career and life planning process? Mutual development of the ISS immediately shows the young person that they are treated with respect and regarded as a responsible person. Mutual development of the ISS also sets the stage for fostering the young person's active and willing participation in the service strategies that follow the ISS planning activities.

Using the ISS Service Plan for Allocation of Services

Several programs use the ISS process to help determine and monitor the proper allocation of program services. As staff at the Covenant House in DC explained, programs are often reactive rather than proactive in developing a

young person's service strategy. For example, when management urges staff to fill all available service opportunities, often it is the young person close at-hand who is recruited to receive this service. This type of approach does not necessarily prepare youth for those jobs in the local labor market, resulting in wasted resources and inappropriate service delivery. This mistake can be avoided, however, if staff view the ISS process as informing and shaping the process for assigning youth to program activities, which is exactly what Covenant House does.

Sustaining Over Time

All of the programs using a formal ISS process made it clear that the process is not a one-shot deal. These programs acknowledge that working with young people is a developmental process, one that evolves as the young person matures. The youth are learning who they are, who they want to be, and what they need to accomplish in order to become who they want to be—and an effective ISS process supports and reflects that youth are a work in progress. They need services and a support system that is flexible and adaptable to their changing needs.

One of the program's we visited informed us that thier ISS process is based on the three Rs:

- **R**egular **R**eview with the youth of both the planned and accomplished goals, objectives, and actions;
- **R**efinement of the existing goals, objectives, and action plans; and
- **R**etooling, by changing directions as needed to reflect the young person's changing goals and growing awareness of the opportunities and responsibilities of adult life.

The type of on going, holistic ***ISS developmental process*** that many of the staff use in their work with youth starts on the day the young person walks through the door of the program. This process continues every day the young person is retained and engaged in their program.

Service Integration

Many of the programs we visited integrate the ISS process with a number of key program approaches. Several of the programs have ISS processes linked to their:

- Assessment process;
- Case management system; and
- Guidance and counseling services.

There is a greater likelihood of continuity of services when the ISS is integrated with other key aspects of the program.

Information Components of an ISS

An effective ISS process does not translate to one specific form or set of forms. There are many good ISS forms in use at the programs we visited (an example is included in *Attachment B*). We did, however, find several common components in the types of information and data requested by the many ISS forms. The common components are outlined below.

Identification Information

Every ISS form we collected asks for personal identification information. For example, common data requested on the majority of forms included name, social security number, address, age, sex, race, etc. While some programs admitted they do not follow their own advice, nearly every staff person emphasized the need to minimize collecting and documenting duplicative data. Several staff indicated that the customer's name—along with the ISS completion date, and the dates the ISS is reviewed and updated—may be the only necessary identification information.

We had hoped to find a program using an electronic information system that fully integrates customer data and the ISS. Unfortunately, none of the programs we visited have such a system. Living Classrooms in Baltimore uses a system that comes close. Staff are provided with laptop computers, which they take into the field and use as a tool to both collect and provide information while they work with young people.

Goals Information

Many programs seem to go above and beyond the WIA legal requirement when collecting the required information in terms of a young person's goals. While the WIA specifically asks that programs obtain a young person's employment/career goal, staff clearly expressed the opinion that if youth development and long-term success is an important part of the youth program, the ISS process must go beyond the employment goal. Interestingly, most of the programs concentrate on two additional goal areas—education and life skills. Following are some tips staff provided relative to the goals section of the ISS.

- **Career Goal**. Staff advised us of the importance of allowing youth to refine their goals as they become more aware of the career opportunities that are available and the education and skills training that are required in a particular career. In Baltimore, at the Career Academy, we were surprised to learn that youth are required to select an employment goal during the first forty- minute intake interview in order to comply with the MIS system procedures. However, we were pleased to learn that this initial statement is seen as just that—only a beginning. Staff at the Career Academy review the ISS weekly and encourage the youth to expand upon their employment goals as they progress through the program.

  Initially, some of the programs encourage staff to work with the young person to identify a career pathway - not a specific job. For example, a young person may express the desire to be a nurse. Instead of asking the youth to identify exactly what they mean from the start (e.g. RN, LPN, Nurse's Aid or other type of hospital worker), staff identify a career pathway of "Medical Profession" and note that a more definitive identification will be determined in a later review session. We think this is an excellent approach.

  Another approach suggests that the staff person works with the youth to identify related occupations that share similar characteristics in which the young person is interested. Still another focuses on identifying occupations that match the young person's interests and aptitudes. A combination of many of these approaches can also be used.

- **Education Goal.** Including an education goal in the ISS recognizes the important role education plays in preparing people for careers and the workplace. We found that an education goal in the ISS has two interrelated functions.

  First, it is used to clearly establish what type of education or training a young person needs to become self-sufficient. For example, regardless of the occupation selected, all youth need to be literate in order to become self-sufficient. Furthermore, given the direct correlation between increased educational attainment and increased earnings, all youth should be encouraged to set high educational and life-long learning goals. Depending upon where the youth is in relation to his/her educational development, it should not be uncommon to see a number of basic and remedial educational objectives listed – especially for youth that have dropped out of school.

  An education goal is also used to determine educational skills a youth may need that are required by selected career pathways.

- **Other Life Goals**. Staff advised us that many of the young people are not prepared to handle the responsibilities associated with living mature, productive, self-sufficient lives. While this may be true of many young people, it is even more applicable to at-risk youth, whose career ambitions may be overshadowed by issues such as homelessness, lack of transportation, anger, teen parenting, substance abuse, and other problems. Until these issues are identified, and the needed supportive services developed and implemented, the young person may not be able to think about larger career goals and objectives. For this reason, many programs dedicate a section of the ISS to life goals. This allows the young person to identify particular developmental or life skill goals they want to achieve. After identifying this goal, staff and the young person can jointly plan a strategy for achieving that goal.

Many of the ISS processes focus on addressing a young person's issues and needs. Because of this, several programs include a section on the ISS form

where staff and the young person can summarize the assessment issues previously identified, and in some cases, the steps that will be taken to overcome the young person's barriers. The ISS form used by the Covenant House in DC (included in *Attachment B*) provides an example of how assessment issues might be summarized and noted on the ISS.

Short-Term Objectives

Short-term objectives are the interim, measurable milestones that can be used to determine if actual progress is being made toward the young person's established goal(s). If the ISS process encourages establishing goals for career, education, and life issues, then the achievement objectives should also reflect this three-part approach. Both ISS sample forms attached (from Covenant House and Region 1 Beckley WV) reflect this approach.

Service Strategies

We learned that identifying service strategies in the ISS is critical, since—in effect—it creates an action plan that will be followed both by the staff and the youth. At most of the programs we visited, the young person and program staff jointly developed the action plan. This plan's purpose is to create strategies that will enable the young person to both be successful in the labor market and learn how to maintain that success. As with all action plans, specificity is important for clarity and accountability. Program staff uniformly recommended that—at a minimum—an action plan should include:

- Clear action statements that are tied to the goal(s);
- A timetable for completion;
- Identification of who is responsible for providing, obtaining and/or brokering the service.

Interestingly, many staff commented that an effective ISS *must* include action steps whose completion is the primary responsibility of the youth.

Accomplishments

Every program should document the accomplishments in order to maintain accountability and program sustainability. Some of the programs use the ISS form to document individual participant accomplishments. Programs taking this approach keep an ongoing record of the young person's accomplishments of the service strategies, short-term objectives, and established goals on the ISS form. Not all of the ISS forms and processes we saw tied accomplishments back to the ISS objectives. However, the staff that do employ this approach see it as a means for monitoring progress and overall program accountability and performance as well as a tool for assisting the youth to accomplish their goals.

Mutual Commitments

Although there is no formal requirement that staff and youth mutually agree to the goals or action plans documented in the ISS, the majority of the programs we visited emphasize the importance of this approach. Encouraging the young person to take responsibility for his/her actions helps to foster youth development, which is a goal of every program we visited. Staff see mutual agreement as a logical part of the ISS process, showing that the youth and the staff person are both firmly committed to the action plan.

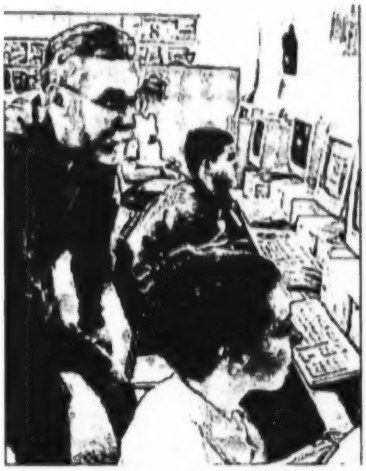
3. *Case Files*

From our discussions with program staff, we discovered that constructing and maintaining case files can be a frustrating task for staff members. This frustration is compounded by the need to work with partners, multiple funding sources, differing eligibility factors, and varying data collection requirements. Apparently, a primary issue facing nearly every program is how to "feed" the required information systems (MIS, case management system, etc.) while keeping the paperwork aspect of the job to a reasonable level. After listening to the staff, this section is organized into three parts to reflect their input on the issue of case files:

- Integrating paper and electronic files;
- Organizing individual case folders; and
- Tips for maintaining accurate files.

Integrating Paper and Electronic Files

Twenty years ago when automated management information systems were first developed, we envisioned that they would become a dual-purpose tool. A work saving device for case managers to use that would directly help them in the daily work with youth as well as a tool used to keep program managers informed regarding the overall outcomes of the program. Based on the feedback received from the field, the automated systems in place at the programs visited offer little in the way of work saving devices for case managers.



Along with some sort of automated MIS, every program we visited still maintains a paper case file. With one exception, in each program the paper file was the master file used as the official record. Most programs view the electronic MIS as a system that stands apart from the paper filing system. To make matters worse, some programs report that they often maintain two paper files and, in two instances, programs were actually maintaining two separate automated MIS systems. In all but one program (Living Classrooms) direct service staff work from the paper files and only use the electronic file to input data or generate forms.

Several of the programs saw this as a major issue. Staff spend significant time maintaining and reconciling the paper and electronic systems. Furthermore, only two of the electronic systems contain case management features, such as the ability to show activities completed and to provide enhanced information printouts on individual customers. While the field visits did not produce any magical solutions on how to effectively integrate paper and electronic case filing systems, we did identify several helpful ideas and potential time savers from staff.

Forms Generation

Several programs use their electronic system to generate some of the forms needed for the paper case file. Generating forms from an electronic system is primarily used with the core intake and eligibility forms. Of course, case management staff are still performing data entry to generate the forms, but the advantages of this approach are clear. Data collection and entry is done once (into the electronic system) thus eliminating duplicate data collection and entry, resulting in a savings of staff time. Furthermore, information technology experts report that data entry errors occur less often when entering data directly as opposed to first completing a form and then transcribing it into the electronic system.

It is important to keep in mind that programs will only be able to adopt this approach if their electronic system was designed with this feature in mind. If the electronic system was not developed with the idea of generating forms, then this approach is something that program staff may consider when upgrading the system.

Coding Crosswalks

Another interesting suggestion was the idea of using one uniform coding system for both the electronic and paper case filing systems. Abbreviated codes for services and other program activities are typically used in the electronic systems to provide a more uniform tabulation and report capability. By using the electronic coding system in the paper case files, a common point of reference is created and confusion is minimized.

If the codes are easy to use and logical, this can be a particularly simple yet effective strategy for making the best of an often confusing array of terms. One program (Beckley WV) is working on a simple coding system that could be used for its electronic MIS as well as its paper case files. The first draft of their work has been included in Attachment B.

In the Beckley example, the first letter of the activity code correlates to a particular service strategy goal: A for career goal, B for educational goal and C for other/life skill goal. The second and third letters of the code are taken

from the words in the service itself; so Job Development and Placement is coded as "AJD" and GED Services use the code "BGE." This coding system is simple, easy to use, and connects goals with activities.

While we did not visit the Los Angeles Youth Opportunity (LA YO) program, reports from the LA YO program indicate that they have made a great deal of progress in developing and using an integrated MIS and case management system. We were so impressed by the feedback from this program that we want to share some of the approaches they are using. LA YO has utilized state of the art technology to capture youth program participation and to provide more efficient delivery of services in an integrated fashion. Procedures were developed for client intake, referral and case management processes that served not just one agency, but the entire network of agencies at once, and allows for system-wide collaboration and communication. The City of Los Angeles Community Development Department Integrated Service Information System (ISIS) was customized to handle an electronic network of agencies, allowing them to intake and refer clients from one partnering agency to another, with automatically generated e-mails notifying staff of upcoming referrals. Through the use of the ISIS, staff throughout the Youth Opportunity program is able to conduct all case management functions and referrals electronically. Since ISIS is an internet based system, partnering community based organizations are able to send and receive client referrals, share client information and services within the Los Angeles Youth Opportunity system in "real time". This network approach of electronically linking community based organizations through the use of technology has proven to be extremely effective and has virtually eliminated the duplicate intake forms that youth are often subjected to as they move from one partner agency to another and has streamlined the referral process.

In addition to this unique and effective method of referral is the use of a photo identification card that is issued to all participants in an effort to associate them with the Youth Opportunity program and to give them a sense of belonging to a larger network of support. While this card fosters a sense of belonging it also serves as an efficient method of documenting youth participation in workshops, recreational activities, etc. as it contains a bar code which the youth passes under a card reader when they receive services. The swipe card system is fully integrated into the ISIS system and participation information is automatically captured.

Also unique to this program is the plan to create an incentive system using the cards. Local businesses are being recruited to offer services and discounts for YO participants. These discounts provide an additional incentive for participants to stay active in the YO program.

Organizing Case Folders

Staff from each of the programs acknowledge that if a program is to survive and flourish, accurate and timely records are essential. However, a universal complaint is that completing paperwork takes too much time— time which could otherwise be spent helping people. Although case filing systems vary by site, we were able to obtain a number of ideas, which are summarized below, that assist these programs deal with the dilemma of maintaining accurate, detailed records with limited staff time.

Case File Template

Many of the programs we visited use a case file template. A sample of two of the templates, one from the Crispus Attucks YouthBuild Program and the other from DC Covenant House Program are included in *Attachment B*. Both of these programs actually use the template as a "Table of Contents" in the customer record. These templates provide a road map for staff, which not only shows what forms and documents belong in the case file, but also points to the exact location staff can expect to find these documents in the case file. This approach seems to be an effective method for organizing case files.

Case File Samples

Another good tool is a case file sample. Several of the programs produce a mock customer case file that has copies of all the forms and documents that their program expects to be found in an actual case record. They use this sample case file to train staff on how to create and maintain a proper case record. They make sure that all staff keeps this sample for future reference in order to help guide them in their work.

Regular and Routine Updating

Don't delay -- update your records today! One of the staff we talked with claimed these were words they live by and the statement captures the common approach found in all the programs. Several programs have a

policy that staff cannot leave for the day until all the critical information has been entered into the record. Another program has a "records update" time, scheduled for the first activity in the morning (before the youth are at the program so as not to interfere with the delivery of services). Each staff is expected to use this time to review and update files. Some additional approaches for diligently maintaining records include:

- ***Low Tech***: One program is using a very innovative way of ensuring that records are updated on a daily basis. The Crispus Attucks YouthBuild Program purchased mini tape recorders for staff, which are used to make case notes and to record information that should be entered into the case record. As noted in a prior section, the program contracts the chore of actually transcribing the data in each case file to another person. Thus, this procedure produces a neat, organized and easy to read case file and does not burden the case managers.
- ***High Tech***: Another approach that appears to support good record keeping practices was found at the Living Classrooms. All staff are equipped with laptop computers, which contain the customer's records. The laptops are used in the field to enable the staff to record the data the MIS needs to accurately reflect the young person's progress. Moreover, this system includes a number of customer service features to help staff perform case management functions. For example, a directory of service providers is installed on the laptop. Consequently, the staff sees the system as not only "feeding the big information machine" but also as a tool to help them deliver better services to young people.

Tips For Accurate Files

In addition to the ideas noted in the other sections, staff offered two additional tips that a program serving youth should employ if they want to develop and maintain accurate case files:

Staff Training

Most of the staff we interviewed were supervisory staff. One of the issues they repeatedly mentioned was a concern about the skills of their case managers in taking good case notes and maintaining case files. While each program expressed the view that it has the best case managers in the world, generally they were not satisfied with the staff's skill levels in taking case notes and documenting case histories. This is a critical skill that case managers need to effectively perform their job. Staff training in note taking and records documentation was seen as key for developing these skills.

There are many approaches programs can use to train staff to be more effective note takers. One of the more interesting approaches was developed by the Levitan Center at Johns Hopkins University, and is used by the Baltimore YO Centers and at Covenant House.

The approach involves showing a seven-minute video clip of an actor playing the role of a youth being interviewed by a counselor. Three different interviews at different times are presented. Part of the exercise is to pick out the critical information that was conveyed (test of listening and hearing skills) and record it as a case note and case history (test of recording skills). The staff use overhead transparency sheets as their case notes paper. At the conclusion of the video, each staff person is asked to present their case notes to the group. The group critiques both what the staff member identified as critical information, and how they actually recorded the information.

From the feedback received, staff were able to see the strengths and weaknesses of their note-taking styles (as well as the styles of others) and also learn from others how to employ more successful recording techniques. As part of this staff development exercise, trainees are given an 'aid' which offers common sense tips to improve note-taking skills. This aid has been included in Attachment B.

Regular Monitoring

Constant monitoring and review of case notes and case folders – to include productive feedback to staff – was seen by all the staff as critical for maintaining quality case records. To quote one

program director, "You get what you inspect". A number of approaches for monitoring records were found:

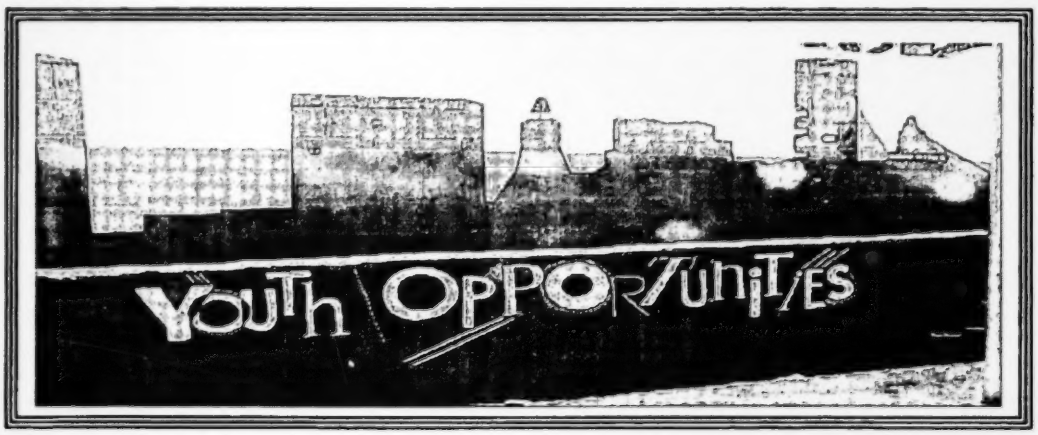
- ***Regular Random Selection Review:*** Several programs have formal procedures for records review, which generally consist of randomly selecting and reviewing records. The supervisor or record reviewer gives the staff person a report on the adequacy of the case file in terms of required forms, following program file templates and adequacy of case notes.
- ***Team Peer Review:*** In one program, the records review is actually a team (peer) review process. The review is designed both as a records quality control feature and a service delivery review. Regular review meetings involve a team of staff collectively reviewing records and services provided and proactively critiquing the service approach. This type of monitoring appears to be a particularly good approach because it not only produces better records but also brings the collective wisdom of the staff team to bear on improving service delivery.

The Final Word

We hope this guide has provided ideas and information that program staff find helpful. Our goal is to provide information that was shared with us to improve youth programs. We encourage you to review the attachment sample forms and assessment summaries. We believe they include a variety of solid tools that can be used in workforce investment programs for youth.

The programs visited were pleased to be included as examples for the guide. They willingly shared information about the approaches and techniques used in their programs and were equally eager to hear how other programs conduct and document similar tasks and functions. Moreover, we have been encouraged by program staff to continue to find other effective ideas and tools that can be shared with the field. Therefore, the Sar Levitan Center at Johns Hopkins University has agreed to act as an "Idea Repository" - collecting other effective approaches, procedures, ideas and tools that are used by youth programs and sharing this information with all programs.

Accordingly, we encourage you to share any approaches, procedures, forms or tips that have proven to be effective in working with young people and could also be applicable to other programs. It can be e-mailed to the Levitan Center at www.Levitan.org. The Levitan Center is dedicated to addressing the needs of at-risk youth, and periodically publishes information for youth practitioners. The best of your ideas and approaches will be posted on their Internet site or published in upcoming documents. We look forward to learning more about effective intake, assessment, ISS strategies and case record approaches, as well as other ideas that will assist us to provide more effective and youth friendly services.



BEST COPY AVAILABLE

Attachment A: Program Summaries

Fresh Start

Living Classrooms Foundation 802 South Caroline St. Baltimore, MD 21231 Contact: Steven Bountress Tel: (410) 685-0295 Fax: (410) 752-8433 E-mail: lcf1@erols.com

Context: This program utilizes maritime settings to provide experiential learning to high-risk youth.

Community Setting/Population Served: The youth enrolled in Fresh Start range in age from 16 to 20 years old. The majority are African-American and have not completed high school. They are economically disadvantaged and bring with them a history of serious problems including sexual, physical and/or emotional abuse. Most have been victims of violent crimes and nearly all have been arrested more than once.

Description: Fresh Start provides project-based education that teaches academic skills and knowledge through practical applications and real-work projects. The initiative also provides assistance with goal setting and preparation for careers and further education. It is a nine-month program that provides hands-on work projects and learning experiences building and repairing boats and engines, developing carpentry and woodworking skills, working in a real marina and crewing aboard Living Classrooms Foundation vessels. Their classroom for learning these skills is at the 2-acre city- and state-sponsored Living Classrooms Maritime Institute on the Inner Harbor in Baltimore, MD. The initiative is divided into five modules focusing on different work projects and new skills. The last two months of the program are designed to help students transition into internships and jobs while they still have support of the program.

Crispus Attucks YouthBuild

Crispus Attucks Community Development Corporation 605 South Duke Street York, PA 17403 Contact: Warren Moody, Program Manager Tel: (717) 848-3610, ext. 261 Fax: (717) 699-2453

Context: The YouthBuild program is one of the services of the Crispus Attucks Association (CAA). Founded in 1931, CAA is an inner-city community center serving a mostly low-income and minority population. In 1982, CAA founded a housing subsidiary, the Crispus Attucks Community Development Corporation (CACDC). CACDC promotes self-sufficiency through physical redevelopment, property management, and employment services.

Community Setting/Population Served: Crispus Attucks YouthBuild serves those most in need, targeting individuals considered the most difficult to employ. These include recipients of Temporary Assistance to Needy Families; non-violent offenders in the criminal justice system; youth lacking education; youth with limited English; homeless youth; and those with behavioral, attitudinal, or mental problems. Trainees in the program are between the ages of 16 and 24 with low incomes. Seventy-five percent are high school dropouts. The trainees reflect the ethnic diversity of the community.

Description: The program is based on the national YouthBuild model. While studying for a GED or diploma, trainees also learn construction skills by renovating housing in low-income areas. With this approach, trainees provide service to their community while becoming employable. Crispus Attucks YouthBuild is divided into two groups per cycle, which alternate between classroom training and on-site construction training weekly. CACDC trains each class for twelve months and follows up on their progress for six months. The 12-month period includes two weeks of Mental Toughness training and two weeks of Job Search training. The academic curriculum is designed to be challenging and experiential. Classroom-based vocational instruction coincides with onsite training to link work and learning. In addition, the program

includes life skills development and support groups, and through the CAA community center, provides other support services, such as onsite child care, counseling, and referrals for a host of needs including health care, material assistance, housing, and domestic abuse.

Civic Works, Inc.

2701 St. Lo Drive Baltimore, MD 21213 Contact: Dana Stein, Executive Director Tel: (410) 366-8533 Fax: (410) 366-1831 civicworks@aol.com

Context: Civic Works, Baltimore's youth service corps, began as a program of the Maryland Student Service Alliance in 1993 and was incorporated as a 501 (c)(3) in 1995. It is part of Americorps, with youth receiving a stipend at the end of the program. The corporation works with the Police Athletic League centers, Baltimore Dept. of Housing and Community Development, Baltimore Dept. of Recreation and Parks, Maryland Dept. of Natural Resources, and the public schools.

Community Setting/Population Served: Civic Works offers training to young people between the ages of 17 and 25. In 1998, 140 young men and women participated as corpsmembers. Roughly half were high school graduates or dropouts, and half had some experience in college. The program recruits corpsmembers through high school and college career fairs, community organizations, service fairs and newspaper advertisements. Civic Works teams provide a wide variety of services to communities and schools in Baltimore City and Baltimore County, MD.

Description: The Civic Works teams are the core of the one-year program, through which youth provide community services while developing life and workforce skills. Civic Works has two main areas of recruitment: Community Improvements teams, open to all youth regardless of educational background, and Education/Mentoring teams, for youth with at least two semesters of college. Participants also receive intensive career development assistance, through the Corps-to-Career initiative, and employability skills training, with high school dropouts receiving GED instruction. In 1998, the program operated 11 teams. In the Community Improvement area, the team sponsored by the Dept. of Natural Resources cleans streets and disseminates information about recycling. The team sponsored by the Dept. of Recreation and Parks turns vacant lots into parks and gardens. The community reforestation team builds trails in Baltimore County; the community response team provides physical assistance to community residents when a storm, fire, or other disaster strikes. One team rehabilitates houses sold or rented to low- and moderate-income families. Another, made up of youth who lived in public housing, provides landscaping and other services to public housing projects. In the Education/Mentoring area, the America Reads team tutors children and teens at Police Athletic League centers after school, and Teach Baltimore corpsmembers provide eight weeks of instruction in Baltimore schools.

Covenant House of Washington Youth Opportunities

3400 Martin Luther King Jr. Ave. S.E. Washington, DC 20032: Contact Ken Goodson, Director of the YO Program. Tel: (202) 610-9648 Fax: (202) 610-9640 e-mail – Kgoodson@chdc.org

Context: Covenant House Washington helps young people with a broad range of services. Foremost, we meet the basic needs of kids - shelter, food and clothing. We extend that support to every aspect of life: physical, emotional, spiritual and intellectual. Our role is to protect and safeguard all children..

As an extension of their youth focus, Covenant House was selected as a Youth Opportunity Center operator for the USDOL DC YO program.

Community Setting/Population Served: Covenant House offers services in its YO program to young people between the ages of 14 and 21. The population served are youth residents of the Enterprise Communities that are designated as YO service areas in the District.

Description: The Youth Opportunity Program is a year-round educational, vocational, and job readiness program serving youth in targeted areas of the District of Columbia, as well as homeless youth. The U.S. Department of Labor awarded Washington a $32 million grant to fund the program in six local agencies over a five-year period. Administered by the Department of Employment Services (DOES), the goal is to help youth in and out of school acquire the necessary skills and experience to secure permanent employment. Approximately 150 youth are enrolled in the Youth Opportunity Program at Covenant House Washington. In accordance with the goals and objectives of the Workforce Investment Act, the progra m is expected to have a community-wide impact on employment rates, high school completion rates, and college enrollment rates

Career Academy

Mayor's Office of Employment Development 101 W. 24th Street Baltimore, MD 21218 Contact: Jacqueline Sharp Massey, Program Manager. Tel: (410) 396-7454; Fax: (410) 366-5617 E-mail: JMassey@OEDWORKS.COM

Context: Career Academy is an alternative education center directly administered by the Baltimore City Office of Employment Development (OED) and the Baltimore City Workforce Investment Board. It began operating in 1995.

Target Population: Nearly 4,000 youth drop out of Baltimore City schools each year. Career Academy (CA) serves 125-175 youth a year, from nearly every neighborhood in Baltimore City. It concentrates its efforts on reaching 11th and 12th grade students dropped from school rolls, students who fail two or more Maryland State Functional tests, those with poor attendance, pregnant teens and youth with other employment and academic barriers. Participants range in age from 16 to 21. Fifty-two percent of current participants were female, 47 percent were teen parents, 95 percent were Black, 50 percent were reading below 9th grade level and 65 percent had math skills below 9th grade level.

Description: Career Academy is an alternative learning center that provides GED preparation and intensive career exploration and employment readiness. The Academy begins with a 30-day orientation program, during which students and a staff team develop individual student strategy plans. Students then spend two days a week in their academic classes and computer labs, two days in career development activities/internships and on Fridays participate in a group enrichment activity. Students are assigned to on-site training in business technology or information technology, off-site training in landscaping/carpentry or a non-paid career specific training site with a private or public employer. Upon successful completion of the State of Maryland GED test, students are assigned to a required 250-hour paid internship in their area of interest. After this, they prepare for job placement, college enrollment, the military or an apprenticeship.

Region 1 Youth Development Program

Beckley WORK4WV Center Pine Crest Plaza South 201 Grey Flats Road Beckley, WV 25801, Linda Lugar, Youth Programs Director Phone (304) 253-3611 Fax: (304) 256-4683

Context: This is the administrative agent for the Workforce Investment Board. It is the mission of the Region 1 Workforce Investment Board to stand at the forefront of efforts to improve the local workforce delivery system through the establishment of WORK4WV One-Stop Centers. The Board provides strong leadership and an advocacy role in workforce development,

and offers a responsive and flexible service system to meet the needs of our citizens and employers.

Target Population: WIA eligible in and out of school youth.

Description: The youth services are contracted to a number of in-school and out of school vendors who work collaborative with the WORK4WV Region 1 Youth Council and staff to plan for and address the needs of the at-risk youth population of the area. Center Services available to Region 1 employers and job seekers include the following: On-The-Job Training; Customized Training; Solicitation of Training Programs; Priority of Services; Transfer of Funds; Youth Services; Compliance with Child Labor Laws; Skills Assessment; Individual Training Accounts; Proper Procurement Procedures; Equal Opportunity; Affirmative Action; and Grievance Procedures.

The Youth Opportunity Program in Baltimore

Office of Employment Development; 101 West 24th Street Baltimore, Maryland 21218: Contact Mr. **Ernest Dorsey, BYOS Director, Tel:** (410) 396-6721, E-mail edorsey@oedworks.com

Context: The Mayor's Offoce of Employment Development (MOED) is responsible for the Baltimore YO program. MOED helps young people identify, access and thrive in activities that prepare them for long-term career and personal success. From career-focused classes and academic support in schools, to internships and workplace mentors, Baltimore's young people are exposed to a citywide network of working adults who care about their futures.

Community Setting/Population Served: Baltimore's YO System offers young people access to a wide range of educational, employment and training, recreational, health, leadership and cultural enrichment activities. Youth connect to these services through one of six "ports" which are facilities anchored in the EZ communities and staffed by professional youth workers. Two of the ports are full scale Youth Centers. One is located in the East side and one is located in the West side of the EZ. Both Youth Centers are fully operational. The system design also calls for four (4) Satellites augmenting the Youth Centers--two (2) on the East and two (2) on the West side of town. Currently one eastside and one Westside Satellite are operational. This Request For Proposal is to select two vendors to manage the two additional Satellite sites, which are to be located in the Northwestern and Southeastern neighborhoods of the EZ.

Description: The Youth Opportunity Program is a year-round educational, vocational, and job readiness program serving youth in targeted in Baltimore EZ neighborhoods. The U.S. Department of Labor awarded Baltimore an 11 million dollar a year grant to fund the program in sites over a five-year period. Administered by the MOED and operated by community based partnerships, the goal is to help youth in and out of school acquire the necessary skills and experience to secure permanent employment. Over 1500 youth are enrolled in the Youth Opportunity Program. In accordance with the goals and objectives of the Workforce Investment Act, the program is expected to have a community-wide impact on employment rates, high school completion rates, and college enrollment rates

Attachment B: Sample Forms & Procedures

Baltimore YO List of Eligibility Documents

Front Side

BYOS Appointment Card

Name: _____

Appointment Day: _____ ***Date:*** _____

Appointment Time: _____

At the (Name of Port

(Address of Port)

Your Appointment Is With: _____

Their Phone Number is: _____

Reverse side

BYOS Eligibility Information

To complete enrollment in the BYOS you will need documentation of certain information. Review the information items below and bring one of the documents for each.

Social Security Number	***Age***
Social Security Card / School Record / Pay Stub with number / Other official document or letter with name and Social Security Number	Birth Certificate / Hospital Record of Birth / Baptismal Record / Drivers License or MVA Card / School Record / Documentation from the Dept of Social Services / Passport

Address

Drivers License or MVA Card / School Record / Housing Authority Lease / Documentation from the Dept of Social Services / Landlord Statement or Lease / School Record / Recent Mail / Utility Bill / Selective Ser. Reg. Card/ Medical Card

Customer Name: _____ Social Security #: _____/___/_____

BYOS Customer Profile – Customer Data

Empowerment Zone Eligibility Information

Home Address: _____ Zip: _____

Census: _____ Phone: _____ Message Phone _____

Birth Date _____ Age: _____ Gender: ☐ Female ☐ Male

Race: ☐ American Indian/Alaskan Native ☐ Asian ☐ Black or African American ☐ Hawaiian/Pacific. Islander ☐ White

US Citizen: ☐ Yes ☐ No If Male, Registered for Draft? ☐ Yes ☐ No

Additional Demographic Information

	Yes	No
Public Assistance		
Runaway Youth		
Foster child		
Pregnant/Parenting Youth		
Receiving SSI		
Offender		
Limited English		

Disability Status (Check One)	
Enrollee has a physical (motion, vision, hearing) or mental (learning or developmental) impairment which substantially limits one or more of enrollee's major life activities and has a record of such impairment, or is regarded as having such an impairment.	
Enrollee has a disability which is an impediment to employment	
Enrollee does not have a disability	

Emergency Contacts

Name	Relationship	Phone	Address

Completed By:_____ **Date:**_____

Customer Name: _____ Social Security #: _____/___/_____

BYOS Customer Profile -- Social and Family Information

Parents/Family/Housing Issues

Lives With:		Parent(s)		Relative		Guardian		Foster Home		On Own		Homeless			
Mother's Name:						Father's Name:									
Guardian:						Relationship									
Siblings:						Age:		Siblings:				Age:			
Siblings:						Age:		Siblings:				Age:			
Parental Issues/Information: *(Work/Health/Relationship/Etc.)*															
Family Issues/Information: *(Health/Relationships/Etc.)*															

Customer's Children/Parenting Issues

Name:		Female		Male	Birth Date:	
Child Care:						
Issues:						
Name:		Female		Male	Birth Date:	
Child Care:						
Issues:						

Customer's Issues

Economic/Support Issues:		Yes		No	Specify:
Interpersonal Functioning:		Yes		No	Specify:
Peer Group Issues:		Yes		No	Specify:
Physical Functioning:		Yes		No	Specify:
Intellectual Functioning:		Yes		No	Specify:
Emotional Functioning:		Yes		No	Specify:

Completed By:_____ **Date:**_____

Customer Name: _____ Social Security #: _____/___/_____

BYOS Customer Profile -- Employment Information

Employment Status At Enrollment

Employed Full Time		Employed Part-Time		Employed Part-Time But Seeking Full-Time		Not Employed		Not Seeking Work

Employment History

Current job:				Employer:			
Location:						Started Work:	
Work hours:	From:		To:		Hrly. Pay:	Average Hours Per Week:	
Type of work:							
Other job:				Employer:			
Started:		Ended:		Hrly. Pay:		Average Hours Per Week:	
Reason for leaving:							
Other job:				Employer:			
Started:		Ended:		Hrly. Pay:		Average Hours Per Week:	
Reason for leaving:							

Volunteer Experience

Organization:		Started:		Ended:	
Experience:					
Organization:		Started:		Ended:	
Experience:					

Career Related Hobbies

Hobby:		Experience:	
Hobby:		Experience:	

Completed By:_____ Date:_____

Customer Name: _____ Social Security #: _____/___/_____

BYOS Customer Profile -- Education Information

School Status At Enrollment (Check One)

Attending Secondary School		Attending Post Secondary School and Not Skills Deficient		Attending Post Secondary School and Basic Skills Deficient		Not In School	

Post High School Education

Last School:						Started:		Ended:	
Location:						Program:			
Graduated:		Yes		No	If yes, type of certificate:				
School:						Started:		Ended:	
Location:						Program:			
Graduated:		Yes		No	If yes, type of certificate:				

High School Education

School:						Started:		Ended:			
Location:						Program					
Graduated:		Yes		No	If no, highest grade completed:		MFTs Passed?		Yes		No
If in school, secondary school GPA at enrollment											
If a dropout, reason for leaving:											

Other Education Information

Completed By:_____ Date:_____

Customer Name: _____ Social Security #: _____/___/_____

BYOS Customer Profile -- Health Questionnaire

Height Feet Inches	Weight

Are you or your family covered by any health insurance? ___ Yes ___ No If Yes, insurance plan: _____ Policy #: _____

If any item below is checked "YES", please obtain the detailed description in the "Explanation Section".

	YES	NO
a. Are you currently under the care of a physician or other health professional?		
b. Are you currently taking any prescribed medication?		
c. Have you been advised to have any surgical procedure or medical treatment?		
d. Have you been hospitalized for a medical or mental health reason within the past 2 years?		
e. Have you received counseling or treatment for drug or alcohol use within the past two years?		
f. Have you ever been refused or discharged from military service for medical or mental health reasons?		
g. Do you have a disability that may effect your participation in job training activities?		
h. Do you wear a medical device or orthodontic braces?		
i. Are you allergic to any drugs, medicines, or foods?		
j. Have you ever attempted or thought about attempting suicide?		

Have your ever or do you have any of following conditions:

	Yes	No		Yes	No		Yes	No
Anemia (especially) Sickle Cell Disease			Deafness or difficulty in hearing			Physical Handicap		
Blindness or poor eye sight			Diabetes (sugar in urine)			Ulcer of stomach or intestines		
Serious dental problems			Kidney or urination problem			Epilepsy, seizure, or convulsions		
Trouble or high blood pressure			Speech defect (e.g. stuttering)			Mental illness		
Asthma attacks			Tuberculosis			Other health problems		

FEMALES: Are you Pregnant? ___ Yes ___ No If yes, date of last menstrual period: _____

Explanations: _____

_____

Referred to Health Care Professional: ___ Yes ___ No Date of referral: _____

Completed By:_____ **Date:**_____

40

BEST COPY AVAILABLE

Beckley ISS Form

☐ Initial	Date:		Staff:		☐ Update	Date:		Staff:	
☐ Update	Date:		Staff:		☐ Update	Date:		Staff:	
☐ Update	Date:		Staff:		☐ Update	Date:		Staff:	

Identification Section

Name:		SSN:	DOB:
Address:		City:	ZIP:
Tel.:	Message #:	Reading Level:	Math Level:
☐ In-School ☐ Out-Of-School	Highest Grade:	School:	

Goals Section

	Date
A. Career Goal(s) / Pathway:	
B. Educational Goal(s):	
C. Other Goal(s):	

Assessment Section

Issue/Asset	Code	Date

Achievement Objectives Section **Customer Name:**_____

Service Objectives and Plan	Responsibility	Date	Code
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

Summary of Plan Progress Section

Activity	Activity Code	Outcome Code	*Date*
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			

Notes Section: **Customer Name:** _____

Statement of Agreement

With the assistance of my Adviser, I have set the goals and developed the plan of action that is contained in this Individual Service Strategy (ISS) for my participation in the WIA program. I understand and agree to my ISS. I also agree to put forth my best effort to achieve the goals and objectives listed now or added later to this ISS. I understand that the ISS is not a guarantee of financial support for any service listed and that I have the ultimate responsibility for achieving the goals that I have set. I agree and authorize the release of this and any other information to other service providers that may assist in providing services to me.

Signature **Date**

Staff Signature **Date**

Beckley: Individual Service Strategy Form Instructions

Purpose of Form

The Individual Service Strategy (ISS) Form has been developed and is to be used for three purposes:

- To work with youth customers who are enrolled in the WIA program so that career and related goals can be mutually identified and agreed to;
- To identify service objectives and a service plan of action that is needed to begin the process of achieving the identified goals; and
- To document services provided and outcomes achieved.

The ISS process should also be used as an ongoing part of the program's youth development process. By using the planning and the planned versus accomplishment aspects of the ISS process in an ongoing fashion, the staff and the young person have a framework to use to identify, monitor and adjust the work that is being accomplished and a means to enable the young person to take responsibility for and actively participate in the accomplishment of their goals and objectives.

Completing Form

At the top of the form, use the check-off boxes to indicate if the form being completed is the initial one or is being updated. Add the date and the staff person's name in the appropriate box. See the example below. Five "Update" boxes are provided. If more are needed add an additional page 1 and clearly mark at the top right of the form in the box provided that this is a second page 1.

☑ **Initial** **Date:** Oct. 10, 2002 **Staff:** Jim Callahan

In the ***Identification Section*** complete the information required as shown below. If only a paper form is used, make sure all entries are legible.

Identification Section

Dat of birth at initial form

Name: *(Youth's Full Name)*		**SSN:** *(Social Sec. #)*	**DOB:**
Address: *(Current address, update as needed)*		**City:**	**ZIP:**
Tel.: *(Home Number)*	**Message#:** *(Neighbor/Relative)*	**Reading Level:**	**Math Level:**
❑ **In-School** ❑ **Out-Of-School**	**Highest Grade:**	**School:** *(Enter only if in-school is checked))*	

(Enter the highest grade completed)

(Enter the grade level from last assessment test)

There are three parts to the Goals Section.

A. Career Goal(s) / Pathway:
B. Educational Goal(s):
C. Other Goal(s):

While it is encouraged that all three parts be used as needed, only Part A. Career Goal(s) / Pathway, must be completed for all youth. See below for example of entries.

Goals Section	***Date***
A. Career Goal(s) / Pathway: Career in Health Care Industry – At the professional level	**10/10/02**
(Name of Youth) has decided that LPN is focus for Career	**12/12/02**

B. Educational Goal(s): Completion of HS and completion of college	10/10/02
Enrollment in Community College and completion of AA – LPN degree	12/12/02
C. Other Goal(s): (Name of Youth) wants to become a better parent for her 1 year old.	10/10/02

A. Career Goal(s) / Pathway: Typically the career goal will be in terms of a specific occupation or a career pathway. With younger youth it may be listed as a specific career exploration area. Related career options may also be entered here. Please note that for in-school youth the entry here must be the same as the career pathway selected by the youth and recorded in the school system's records. If the youth wants to alter this selection, assist them with formally making the change with their school.

B. Educational Goal(s): The education goal element should be used in two interrelated ways. First it should be used to clearly establish educational goals that are needed for self-sufficiency. For example, no matter the occupation selected, all youth will need to be literate in order to maintain self-sufficiency. Furthermore, given the direct correlation of increased educational obtainment and increased earnings all youth should be encouraged to set high educational and life-long learning goals. The second utilization of this section is to articulate any educational needs the youth may have relative to the career goal(s) selected.

C. Other Goal(s): As with the educational goal section, this section is aimed at self-sufficiency and youth development. Based on the youth's assessment, specific goals as to the overall development of the young person may be entered here.

If goals or updates are added, by entering a date in the "Date" column it shows that it is an addition to the initial form. If more space is needed are added, add an additional page 1 and clearly mark at the top right of the form in the box provided that this is a second page 1.

The *Assessment Section* is the area of the ISS to list the issues that need to be addressed for the youth to succeed and the assets the youth is building upon. Enter the assets the youth has and the important issues that the youth is dealing with in a brief fashion. Using the coding system below, enter the code which best fits the issue/asset and connects it to the goal. The coding system provides a crosswalk between goals, issues/assets and services so that a planned versus actual tracking system can be automated and more easily reported. Also enter the date that the issue/asset was identified. The initial set of codes is shown below.

Codes

ISSUE/ASSET	CODE
Career Guidance and Counseling	ACC
Internship/Job Exploration	AIJ
Job Development and Placemen	AJD
Work Experience	AWE
World of Work Training	AWW
On The Job Training	AOJ
Other Career Development Service	AOC
Basic and Remedial Services	BBR

GED Services	BGE
Higher Education	BHE
Occupational Skills Training	BOS
Tutoring Services	BTS
Other Educational Services	BOE
Anger Management Training	CAM
Child Care Assistance	CCC
Family Counseling	CFC
Financial Support	CFS
Health Counseling	CHC
Health Services	CHS
Mental Health Services	CMH
Adult Mentoring	CAM
Parenting Counseling/Instruction	CPS
Shelter	CSS
Substance Abuse Counseling Services	CSA
Substance Abuse Treatment Services	CST
Transportation Support	CTS
Other Support Service	COS

Note that the first letter of the code relates to the letter of the type of goal it is associated with – A for career, B for education and C for other – and the second and third letters of the code are taken from the words in the service itself. Codes can be added as appropriate to reflect the needs of the youth. An example of how the Assessment Section could be completed is shown below.

Assessment Section

Issue/Asset	Code	Date
(Name of Youth) is two years behind in reading and math	BTS	10/10/02
(Name of Youth) is very computer literate and can use the Internet to assist with career exploration.	AOC	10/10/02
(Name of Youth) wants to explore the medical profession to learn more about specific careers and the pros and cons of each.	ACC	10/10/02
(Name of Youth) appears to be a devoted parent but needs additional childcare assistance in order to have more time for catch-up school work.	CCC	10/10/02
(Name of Youth) has an aunt who is an RN and will arrange for her to work or job shadow in a hospital to see what a LPN does	AIJ	12-12-02
(Name of Youth) must explore college requirements and identify college programs that will provide education and training for LPN	BHE	12-12-02

The ***Achievement Objectives Section*** is the planned list of specific objectives that the youth and the staff determine will be needed to achieve the goals and deal with the issues identified.

For each objective listed, the individual or organization that should take the responsibility for the objective should be noted in the "Responsibility" column, a code that indicates the type of service or activity needed to address the objective and the date the objective was included on the ISS is also entered. The coding system uses the same three letter codes that were identified in the ***Assessment Section***. For example, if a young person had the objective of raising their educational skill level, the entry would initially look like:

Achievement Objectives Section

BEST COPY AVAILABLE

Service Objectives and Plan	Responsibility	Code	Date
15. (Name of Youth) needs to increase grade level by at least two grades this year.	WIA	BTS	10/10/02
16. (Name of Youth) needs two afternoons of child care so that she can participate in tutoring services.	TANF	CCC	10/10/02
17. (Name of Youth) plans to spend one hour a day reading to her child to enable the child to learn to read by age four.	(Name of Youth)	COS	10/10/02

Number one shows that tutoring services are needed and it is the WIA program's responsibility to obtain or broker the service and number two indicates that childcare is also needed and it is the responsibility of the TANF agency to arrange these services. Number three relates to the youth's goal of becoming a better parent.

The ***Summary of Plan Progress Section*** is the actual list of specific services that the youth is engaged in while in the program. For each activity listed, an activity code that indicates the type of service or activity provided is entered and in a separate box an outcome for the activity is entered. The coding system uses the same three letter codes that were identified in the ***Assessment Section*** and adds a numeric code to identify the status/outcome of the service. The numeric codes are:

1. Means that the youth is enrolled and still active in the activity;
2. Means the youth successfully completed the activity and obtained any competency that was associated with the activity;
3. Means the youth completed the activity but did not obtain the competency that was associated with the activity; and
4. Means the youth did not complete or dropout of the activity.

For example, if a young person were to be enrolled in a tutoring service and obtain childcare services, at the beginning of the service the entry would initially look like:

Summary of Plan Progress Section

Activity	Activity Code	Outcome Code	*Date*
15. Enrolled in tutoring with goal of 2 grade increase	BTS	1	11-11-01
16. Childcare services provided	CCC	1	11/11/02

When the youth completes the tutoring sessions successfully and has achieved the increase in skill level the entry would change to:

Activity	Activity Code	Outcome Code	*Date*
1. Enrolled in tutoring with goal of 2 grade increase	BTS	2	5/1/03
2. Childcare services provided	CCC	2	5/1/03

To recap the coding system

Activity Codes

Activit	*Activity Codes*	*Outcome Codes*			
		Ongoing	*Completed Successfully*	*Unsuccessful Completer*	*Did Not Complete*
Career Guidance and Counseling	ACC	1	2	3	4
Internship/Job Exploration	AIJ	1	2	3	4

Job Development and Placement	AJD	1	2	3	4
Work Experienc	AWE	1	2	3	4
World of Work T aining	AWW	1	2	3	4
On The Job Training	AOJ	1	2	3	4
Other Career Development Service	AOC	1	2	3	4
Basic and Remedial Services	BBR	1	2	3	4
GED Services	BGE	1	2	3	4
Higher Education	BHE	1	2	3	4
Occupational Skills Training	BOS	1	2	3	4
Tutoring Services	BTS	1	2	3	4
Other Educational Services	BOE	1	2	3	4
Anger Management Training	CAM	1	2	3	4
Child Care Assistance	CCC	1	2	3	4
Family Counseling	CFC	1	2	3	4
Financial Support	CFS	1	2	3	4
Health Counseling	CHC	1	2	3	4
Health Services	CHS	1	2	3	4
Mental Health Services	CMH	1	2	3	4
Adult Mentoring	CAM	1	2	3	4
Parenting Counseling/Instruction	CPS	1	2	3	4
Shelter	CSS	1	2	3	4
Substance Abuse Counseling Services	CSA	1	2	3	4
Substance Abuse Treatment Services	CST	1	2	3	4
Transportation Support	CTS	1	2	3	4
Other Support Service	COS	1	2	3	4

A section for *Notes* has also been included. The notes section is for any related information pertaining to the development of the ISS or the actual plan of service that do not fit in other sections of the ISS.

Notice from the example below that on the top of page 2 and 3 of the ISS a space has been provided to add the youth's name. This has been done so that if the paper forms become separated, identification of whom the pages are for can be accomplished.

Notes Section: ***Customer Name:*** _____

The last section is the ***Statement of Agreement*** section, which provides both an acknowledgement of the youth's responsibility for achieving the goals and objectives in the ISS as well as an authorization to release information to obtain services. Make sure the young person reads the statement and signs and dates the form. A copy should be given to them after it is signed.

Statement of Agreement

With the assistance of my Adviser, I have set the goals and developed the plan of action that is contained in this Individual Service Strategy (ISS) for my participation in the WIA program. I understand and agree to my ISS. I also agree to put forth my best effort to achieve the goals and objectives listed now or added later to this ISS. I understand that the ISS is not a guarantee of financial support for any service listed and that I have the ultimate responsibility for achieving the goals that I have set. I agree and authorize the

release of this and any other information to other service providers that may assist in providing services to me.

Signature **Date**

Staff Signature **Date**

Form Process and Dates

Complete an initial ISS form for each youth no later than 60 days following the young person's enrollment in the program and provide a copy of the ISS form to the youth and file one copy in the case file.

At least once each quarter (every three months) the appropriate program staff will meet with the young person to review/update the ISS form, record specific progress being made and made adjustments and/or corrections to the form as needed to reflect the young person's career and life goals. This review/update session must be recorded and a copy of the updated form given to the youth.

Covenant House ISS

Covenant House Washington
Service Management

INDIVIDUAL SERVICE STRATEGY (ISS)

Name of Youth _____ ID# _____

Service Manager _____

Service Plan Date: _____ Intake Date: _____

Checklist of Identification Documents:

☐ Birth Certificate ☐ Social Security Card ☐ Non-Drivers ID/Drivers License

Strengths: (Ask youth what things he/she is good at or what things he/she enjoys doing)

_____

_____

COMPREHENSIVE NEEDS ASSESSMENT (Youth lacks or has inadequate supply of the following:

☐ Housing ☐ Clothing ☐ Food ☐ Medical ☐ Income ☐ Childcare
☐ Emotional/ Mental Health ☐ Education ☐ Vocation ☐ Legal ☐ Family ☐ Other: _____
☐ Life Skills ☐ Substance Abuse ☐ Parenting Skills ☐ Self Concept/Esteem
☐ Recreation/Culture/Leisure Activities

"CHECKLIST FOR SUCCESS" (Needed Services):

☐ Short-term Housing (shelter)
☐ Long-term Housing (TLP/Apt)
☐ Child Care Placement
☐ Life Skills
☐ Parenting Classes
☐ Wellness and Well-being
☐ Cultural Enrichment
☐ Career Exploration
☐ Other: _____

☐ Medical Exam (Physical/Prenatal)
☐ Public Assistance
☐ Individual Counseling
☐ Family Re-unification
☐ Mental Health Intervention
☐ Substance Abuse Intervention
☐ Community Service
☐ Legal Assistance

☐ Identification Documents
☐ SAT Prep
☐ Tutoring
☐ Educational Enhancement
☐ High School Diploma
☐ Occupational Training
☐ Employment
☐ Parenting Classes

"TO DO LIST" (Goals/Action Steps):

Goal #1: _____

Action Steps	Person Responsible	Projected Due Date	Actual Completion Date
1)			
2)			
3)			

Incentive Date Received _____ Youth Signature _____

BEST COPY AVAILABLE

"TO DO LIST" (Goals/Action Steps) - continued:

Goal #2: _____

Action Steps:	Person Responsible	Projected Due Date	Actual Completion Date
1)			
2)			
3)			

☐ Incentive Date Received _____ Youth Signature _____

Goal #3: _____

Action Steps:	Person Responsible	Projected Due Date	Actual Completion Date
1)			
2)			
3)			

☐ Incentive Date Received _____ Youth Signature _____

Goal #4: _____

Action Steps:	Person Responsible	Projected Due Date	Actual Completion Date
1)			
2)			
3)			

☐ Incentive Date Received _____ Youth Signature _____

Goal #5: _____

Action Steps:	Person Responsible	Projected Due Date	Actual Completion Date
1)			
2)			
3)			

☐ Incentive Date Received _____ Youth Signature _____

_____ _____

Signature of Youth Date Signature of Service Manager Date

ISS Review Dates: ☐ January 2001 ☐ April 2001 ☐ July 2001 ☐ October 2001

Youth / Staff Youth / Staff Youth / Staff Youth / Staff

BEST COPY AVAILABLE

Crispus Atucks Youthbuild Case File Template

CRISPUS ATTUCKS CHARTER SCHOOL

Table of Contents

Section #1

1. Table of Contents
2. Application
3. Acceptance Letter
4. AmeriCorps Enrollment
5. Emergency Sheet
6. Exit Form
7. AmeriCorps Exit Form

Section #2

1. Orientation
2. Payroll Change Notice
3. Identifications
4. I-9
5. Form W-4
6. Workers Compensation

Section #3

1. Drug Test
2. Court Order – (if applicable)
3. Doctors notes, appoints, etc.

Section #4

1. Progress Notes

Section #5

1. ISP

Section #6

1. Infractions

605 SOUTH DUKE STREET, YORK, PENNSYLVANIA, 17403, 717.848.3610, FAX 717.843.3914

BEST COPY AVAILABLE

Covenant House Case File Template

Table of Contents

1 INTAKE

2 ASSESSMENT

3 SERVICE PLAN

4 PROGRESS NOTES

5 LIFE SKILLS

6 CAREER DEVELOPMENT

7 HEALTH & RECREATION

8 EDUCATION

9 SUPPORTING DOCUMENTS & REFERRALS

10 WHERE DOVES AND EAGLES FLY

BEST COPY AVAILABLE

The Art of Note Taking

Why is Note Taking Important? Studies show that we forget 50% of what we hear immediately and unfortunately, two months later, another 25% is gone. Notes provide a written record for us – and others – to review and use. Notes not only record the facts about the services that are being provided, but they can also enrich and explain the facts of a case. Good notes can assist the case manager in reflecting upon the work with the customer, and in making appropriate decisions.

Note Taking Can Be Difficult. It can be difficult to take notes because the customer might see it as an intrusion. If you are not skilled in your note taking technique, the customer may become annoyed and uncooperative. Furthermore, spoken words are often less clear than written words. How your customer organizes his/her responses may not exactly fit the questions you ask, and the responses may not have the level of detail you anticipated.

Note Taking Is a Skill: Note taking requires focus and effort. But remember– note-taking skills can be improved! Let's review our notes on good note taking.

Good Note Taking Requires:

Physical Factors

- Seating– make sure you can clearly see and hear the customer
- Avoid distractions – do not sit near doorways, window glare, or where others are meeting/speaking, etc.
- Materials – always have 2 pens available (Ink easier to read) and plenty of blank paper or Case Notes Sheets
- Writing Style – make sure your writing (or printing) style is clear and legible, since others may need to use your notes and you need to be able to read them yourself!

Prep Factors

- Prepare yourself mentally – be sure of your purpose
- Review your case folder or case notes and other background materials
- Think through what has happened with the service delivery / customer in the past

Common Sense Factors

- How much information is really needed?
- Are notes necessary for the activity?

Practice the "L I K E" Technique for Note Taking

- *L*ook at the customer as you take notes and Listen
  - Mannerisms will give extra clues
  - Looking helps focus attention
- *I*nquire, ask the customer questions that will obtain the information you need!
- *K*eep your notes simple and to the point and make sure they are legible. Jot down words or phrases, not complete sentences. Use abbreviations (but make sure they are common abbreviations that all will understand!)
- *E*valuate and review your notes. Make sure they are clear and reflect the information you wish to record – edit them if need be. You may even want to highlight or underscore the parts of the notes that upon reflection appear to have more importance.

The "Don'ts" of Note Taking

- Don't try for a verbatim transcript / Get all of the main ideas / Record only key details.
- Don't make notes about what the customer *should have* said or reported!
- Don't let note-taking get in the way of effectively working with the customer.

Attachment C: Assessment Tools

LIFE SKILLS

Ansell-Casey Life Skills Assessment (ACLSA)

Company or Organization Developing, Selling or Administering Tool:	Casey Family Programs 1300 Dexter Avenue N. Seattle, WA 98109-3547 (206) 282-3559 (800) 228-3559 FAX (206) 282-3555
What is the tool used for?	The ACLSA is an evaluation of youth independent living skills, such as daily living tasks, housing and community resources, money management, self-care, social development, and work and study habits. It consists of statements about life skills that the youth and his caregiver(s) complete, and the goal is to help prepare young people to live on their own.
Who should use the tool?	The ACLSA has versions for both youth and their caregivers. It is appropriate for youth regardless of living circumstances (e.g., living with birth or adoptive parent(s), in foster care, in residential treatment). For youth it is a self-assessment, and caregivers complete the assessment about the youth. Four versions are available: ➢ ACLSA-I for ages 8-10 (37 questions) ➢ ACLSA-II for ages 11-14 (62 questions) ➢ ACLSA-III for ages 15-18 (90 questions) ➢ ACLSA Short Form for ages 11-18 (20 questions) The caregiver forms correspond to the youth forms in terms of age ranges of the youth. The caregiver most familiar with the youth should complete the assessment about the same time the youth completes the youth form. Multiple caregivers may collaborate on the form if appropriate.
How is the tool administered?	The ACLSA is completed online, and is available to all PCs with internet access and Adobe Acrobat Reader. Forms can also be downloaded and completed with paper and pencil. The youth form can be administered individually or in a group, at home, in school, or in an agency. The questions can also be read to the youth in an interview format.
How long does the assessment take?	The ACLSA full-length forms can take anywhere from 15-30 minutes to complete. The ACLSA short form takes approximately 5 minutes.
How is the assessment scored?	If completed on-line, the assessment is scored electronically upon completion with a minimum turnaround time, often immediately. The user will receive notification via the e-mail address provided during the log-in process as soon as the Individual Report is ready. If taken with paper and pencil, the responses can be entered into the ACLSA on-line version to generate a scored report.
How much does it cost?	The ACLSA is always free to use on the Casey Family Programs website (www.casey.org), and no permission is necessary.
Training time needed for those administering the tool:	Training time to use the tool is minimal. If desired, however, there is a companion to the tool – the Life Skills Guidebook – that can help practitioners and caregivers to develop a customized life skills teaching plan.

Who uses the product?	Practitioners and educators in various settings, including education and workforce preparation programs, use the ACLSA. The ACLSA can be used to learn more about a youth, or, if a practitioner provides life-skills training, the ACLSA can be used to evaluate training effectiveness.
Related / Additional Items:	The Life Skills Guidebook outlines important life skills, and identifies activities and exercises that can be used to teach youth. It is designed to help both practitioners and caregivers to develop a customized life skills teaching plan. The domains covered in the Guidebook match those in the ACLSA. The Guidebook can be accessed from the Casey Family website for free (www.casey.org).
Where to obtain samples.	To view the assessments in their entirety, or to view other ACLSA assessments, go to the Casey Family Programs website at www.casey.org and click on 'Ansell-Casey Life Skills Assessment.'

BASIC SKILLS ASSESSMENTS

CASAS Life Skills Assessment - ABE

Company or Organization Developing, Selling or Administering Tool:	Comprehensive Adult Student Assessment System, National Consortium Patricia L. Rickard, Director 8910 Claremont Mesa Blvd. San Diego, CA 92123 (619) 292-2900 (800) 255-1036 E-MAIL: prickard@inet.ed.gov
What is the tool used for?	CASAS Life Skills system is used to help identify the basic skills in reading, math, and listening needed by individuals to function successfully in today's workplace, community and society. This system can help organizations/agencies to place learners into appropriate educational programs, to assess learning gains, and to certify attainment of learner and/or program goals.
Who should use the tool?	CASAS is ideal for use with older youth and adult clients of employment and training agencies, and other adult education programs.
How is the tool administered?	The CASAS Life Skills Assessment is administered in a paper and pencil format.
How long does the assessment take?	The Life Skills Appraisal takes approximately 40 minutes to complete. Twenty minutes are spent on math and 20 minutes on reading.
How is the assessment scored?	Self-scoring answer sheets can be purchased with the assessments. Instructors can use CASAS data to refine student placement, improve instruction and curriculum, measure individual student progress, and provide students with evidence of their progress.
How much does it cost?	Costs are as follows: ➢ Manual to accompany test $40.00 ➢ Test booklets – reading and math (set of 25) $65.00 ➢ Self-scoring answer sheets (set of 25) $25.00 Additional costs may be incurred for staff training.
Training time needed for those administering the tool:	Training is required to implement any CASAS system. Several training options are available to organizations. Call CASAS directly

	for assistance in developing a customized implementation and training plan for your organization or agency.
Who uses the product?	CASAS systems are used extensively throughout the country in workforce development, employment preparation, School-To-Work, welfare reform (TANF), WIA One-Stops, Adult Basic Education (ABE), English as a Second Language (ESL), corrections, family learning, special education, and secondary level programs, and in private industries.
Related / Additional Items:	In addition to the Life Skills Appraisal, the CASAS Life Skills system also includes the following materials, which can be purchased at an additional cost: ➢ CASAS Beginning Literacy Reading Assessment ➢ Life Skills Achievement, Pre-Post Tests ➢ Reading Certification for Life Skills ➢ Family Learning ➢ Family Literacy Curriculum Design Manual ➢ ESL Appraisal ➢ Life Skills Survey Achievement, Pre-Post Tests CASAS sells many assessment systems in addition to the Life Skills system. Some of their many products include: ➢ The Employability Competency System (ECS) ➢ Workforce Learning Systems (WLS) ➢ Career and Vocational Assessment Resources ➢ Secondary Level Program ➢ Citizenship ➢ Special Needs ➢ Providing Options for the Workplace, Education, and Rehabilitation (POWER) ➢ Functional Writing Assessment ➢ Spanish Language Assessment ➢ Performance Assessment ➢ Private Postsecondary ESL ➢ Correctional Education ➢ Technical Support Services ➢ Instructional Support Materials For more information about CASAS products, go to their website at www.casas.org and click on the Resource Catalog, 2001.

Test of Adult Basic Education (TABE)

Company or Organization Developing, Selling or Administering Tool:	CTB / McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940 (800) 538-9547 FAX (800) 282-0266
What is the tool used for?	TABE is designed to assess reading, mathematics, language and spelling skills. It also includes a version in Spanish and independent tests that assess basic skills in work-related contexts.
Who should use the tool?	Youth and adults of varying ability levels can use the TABE. Content difficulty ranges from a grade level equivalent of 0.0 through 12.9.

	TABE is designed for use by high school equivalency or GED programs; vocational programs; welfare-to-work programs; occupational or military advancement programs; alternative educational programs; and English for Speakers of Other Languages (ESOL) programs, which may include education, vocational, and life skills assessment.
How is the tool administered?	TABE is available in paper and pencil and computer-based formats. Adult educators and administrators who have a general knowledge of measurement principles and are willing to abide by the assessment standards of the American Psychological Association may administer TABE. These professional standards require TABE administrators to follow specific guidelines, such as keeping tests in a secure place and administering them only as directed.
How long does the assessment take?	Testing time varies depending upon which version of the TABE an individual is taking. The TABE 7/8 Locator Test, for example, takes approximately 35 minutes; the TABE 7/8 Survey takes about 1 1/2 hours; and the Complete Battery takes approximately 3 hours.
How is the assessment scored?	TABE can be scored five different ways: ➢ By hand, using multi-part Scoreze sheets with built-in answer keys. ➢ By hand, using CompuScan answer sheets and a stencil. ➢ By scanner, using Scantron or CompuScan answer sheets. ➢ By scanner and computer using TestMate TABE, which provides fast, secure scoring, flexible report formats, and prescriptions to help students learn objectives they haven't mastered. ➢ By PC, if you are using TABE-PC. TABE-PC scores may also be imported to TestMate TABE and to other scoring and reporting programs.
How much does it cost?	Prices depend upon which TABE test is ordered and how many are ordered at once. Price information is tailored to the specific requirements of an organization, and is available from a CTB Evaluation Consultant. TABE-PC version can be purchased for an entire Local Area Network (LAN) or can be purchased for a specific number of uses.
Training time needed for those administering the tool:	Training time is minimal. There are several guides designed for educators and administrators who work with TABE, including an Examiner's Manual, a User's Handbook, a Marker Items Booklet, and Norms Books. CTB can also arrange a training program tailored to a specific site's needs.
Who uses the product?	High School Equivalency or GED programs, vocational programs, community college programs, welfare-to-work programs, occupational or military advancement programs, alternative education programs, and ESOL programs all use the TABE.
Related / Additional Items:	Many versions of the TABE are available, including: ➢ TABE 5/6 or 7/8 Locator Test ➢ TABE 5/6 or 7/8 Survey ➢ TABE 5/6 or 7/8 Complete Battery ➢ TABE-PC

	➢ TABE Espanol ➢ TABE Work-Related Foundation Skills In addition to the tests, administrators may purchase Examiner's Manuals, User's Handbooks, Marker Items Booklets, Norms Books, and Student Workbooks that help students prepare for the exam.

Wonderlic Basic Skills Test

Company or Organization Developing, Selling or Administering Tool:	NCS Assessments 800-627-7271 e-mail: assessment@ncs.com
What is the tool used for?	The Wonderlic Basic Skills Test helps employers and educators narrow the gap between school and work. The assessment provides an objective evaluation of basic skills levels matched to career requirements. It can be used to benchmark employability skills. The instrument is directed to a 6th grade reading level.
Who should use the tool?	Career development and job placement counselors, in a variety of settings, may find the assessment tool useful to identify client competencies and positions or training programs that match those competencies. The settings range from schools to tech prep programs to WIA One-Stop Centers to employer-based training programs.
How is the tool administered?	The Wonderlic is a "paper and pencil" instrument and can be administered to clients/students individually or in a group.
How long does the assessment take?	The Wonderlic Quantitative Skills Test is a 45-item assessment; the Verbal Skills Test includes 50 items.
How is the assessment scored?	The assessment is scorable on any PC compatible computer and results in an individual score report.
How much does it cost?	Both the Quantitative and Verbal Skills Tests include 100 answer sheets, 100 test booklets, and 100 administrations using the PC. The cost is $175 per set of the Quantitative version and $175 per set of the Verbal version.
Training time needed for those administering the tool:	The training requirements are not cumbersome, however, Qualification C level is required by NCS to purchase the instrument (see website).
Who uses the product?	The Wonderlic is helpful to career counselors and job placement personnel in a variety of settings because it links competencies in basic math and verbal skills to those required in positions and in training programs.
Where to obtain samples:	http://assessments.ncs.com

OCCUPATIONAL SKILLS ASSESSMENTS

AccuVision Workforce Readiness System (WRS)

Company or Organization Developing, Selling or Administering Tool:	Learning Resources, Inc. 700 Canal Street Stamford, CT 06902 (203) 637-5047 FAX (203) 637-2786 E-MAIL: alesure@Learning-Resources.com WEBSITE: www.learning-resources.com
What is the tool used for?	The AccuVision Workforce Readiness System (WRS) program,

	Personal Qualities System measures workforce readiness in the following skill areas: ➢ Integrity ➢ Responsibility ➢ Self-esteem ➢ Self-management ➢ Sociability Individuals taking this assessment will learn more about their strengths and weaknesses in the above areas, and will gain information on how to improve their work readiness skills where needed.
Who should use the tool?	The WRS is ideally used with persons entering entry-level jobs.
How is the tool administered?	The WRS is administered in two ways: through a video presentation, or via CD ROM. Persons completing the assessment watch a short video, and answer the questions asked by the instructor in the video. It can be administered to several persons at one time, or to only one person.
How long does the assessment take?	The assessment takes approximately 30 minutes to complete.
How is the assessment scored?	Individuals write their answers on a sheet of paper, which is then entered into the scoring program. Each person generates a unique feedback report, ranking the participant's skills, analyzing the participant's performance, and suggesting activities the participant can engage in to improve his/her performance in the skill areas most in need of development.
How much does it cost?	The kit to administer the tool costs $379. The price of the assessments varies depending upon the quantity requested. Contact Learning Resources Inc. for more information.
Training time needed for those administering the tool:	Little to no training time is necessary.
Who uses the product?	Job Developers, Case Managers and other Practitioners working with youth and young adults entering entry-level positions.
Related / Additional Items:	AccuVision has also developed an assessment called the *Customer Care System* which measures customer service skills and abilities, such as creating and maintaining a positive company image, communicating in a positive manner, making sound decisions, developing solutions for dealing with problem situations, and listening and avoiding misunderstandings. For more information, contact Learning Resources, Inc. directly.

Apticom

Company or Organization Developing, Selling or Administering Tool:	Vocational Research Institute 1528 Walnut Street, Suite 1502 Philadelphia, PA 19102 (215) 875-7387 FAX (215) 875-0198 E-MAIL: info@vri.org WEBSITE: www.vri.org Instructional Technology, Inc.

	PO Box 2056 Easton, MD 21601 (410) 822-0370 FAX (410) 822-0842 WEBSITE: www.intecinc.net
What is the tool used for?	Apticom is a career assessment system for special needs populations. Apticom measures the following three areas: **Aptitudes**: General Learning Ability; Numerical Aptitude; Form Perception; Motor Coordination; Manual Dexterity; Verbal Aptitude; Spatial Aptitude; Clerical Perception; Finger Dexterity; Eye-Hand-Foot Coordination. **Interest Areas**: Artistic; Scientific; Plants and Animals; Protective; Mechanical; Industrial; Business Detail; Selling; Accommodating; Humanitarian; Leading / Influencing; Physical Performing. **Educational Skills**: Mathematics; Language.
Who should use the tool?	Apticom is ideal for use with clients in: One-Stop Centers, career and counseling centers, School-to-Career programs, welfare programs, corrections, private industry, rehabilitation and hospitals.
How is the tool administered?	Apticom is a micro-computer assessment that is set up in a game-like format to minimize test anxiety and enhance performance.
How long does the assessment take?	Within 90 minutes, Apticom delivers a multiple aptitude battery, interest inventory and educational skills battery.
How is the assessment scored?	Every individual tested on Apticom will generate an Apticom Report, which is a unique, personalized printout containing an array of valuable vocational information. The Apticom Report consists of five parts: the Aptitude Test Battery Report, the Occupational Interest Inventory Report, the Educational Skills Development Report, the Vocational Recommendations Report, and the Legend.
How much does it cost?	Price varies with the quantity of assessments purchased. A refurbished system costs anywhere from $3000 to $900. Contact the company for more information.
Training time needed for those administering the tool:	Training time is very minimal, since the assessment is PC guided.
Who uses the product?	Career and guidance counselors, WIA One-Stop centers, and other professionals working to help youth prepare for future careers and/or education use this assessment.
Related / Additional Items:	Apticom is also available in a Spanish, bilingual version that allows the administrative and reporting functions to be conducted in English or Spanish.
Where to obtain samples.	To view an example of the Apticom assessment, go to www.vri.org and click on 'Apticom',

Employability & Work Maturity

Company or Organization Developing, Selling or Administering Tool:	The Computer Learning Works, Inc. PO Box 866 Starkeville, MS 39760-1189 (800) 445 3038 E-MAIL: info@tclw.com WEBSITE: www.netdoor.com/com/clw Instructional Technology, Inc. PO Box 2056 Easton, MD 21601

	(410) 822-0370 FAX (410) 822-0842 WEBSITE: www.intecinc.net
What is the tool used for?	Employability and Work Maturity assesses and teaches the skills needed to choose, locate, obtain, and maintain employment. The Career Decision Making module (21 lessons) teaches students how to make career decisions by relating job requirements to their personal characteristics and priorities. Students develop inventories of their own interests, aptitudes, and values while exploring the process of making career choices. The Job Seeking Skills module (19 lessons) teaches students how to conduct a job search, complete job applications, write resumes and job search letters, perform appropriately in job interviews, and follow-up after job interviews. Interactive exercises prompt students through step-by-step processes that result in neatly typed and formatted personal resumes and business letters. The Work Maturity Skills module (30 lessons) teaches students how to perform in a manner that will help them to be successful at work. Emphasis is placed on understanding the employer's perspective on job performance in relation to the world of work. Students learn how to: meet employers' expectations; get along with supervisors, co-workers, and customers; increase their value to their employers; and manage personal finances.
Who should use the tool?	Counselors and teachers of anyone preparing for employment use Employability and Work Maturity as full curriculum, supplementary or remedial lessons, or extract pertinent lessons to build abbreviated focused programs.
How is the tool administered?	Employability and Work Maturity is a PC based, multi-media assessment and instructional program operating on stand-alone or networked PCs. If used diagnostically, it will identify and teach only those lessons in which the student is deficient.
How long does the assessment take?	The full pre-test can take up to 1 hour. The Self Assessment component of the Career Decision Making module covers self-reported Interest, Aptitudes and Values and can take over 1 hour to complete.
How is the assessment scored?	Scoring, reporting and record keeping is done by a password-protected management system.
How much does it cost?	The assessment system costs $995 per license. Five licenses can be purchased for $3,745, or site licenses can be obtained for $7,500. Contact the company for more information.
Training time needed for those administering the tool:	Minimal training is needed and can range from free telephone support to on-site training by local representatives.
Who uses the product?	Employability and Work Maturity is widely used with clients in School-to-Career programs, One-Stop Centers, Career and Counseling Centers, Welfare programs, Corrections, and Private Industry.
Where to obtain samples:	To view an example of the Employability and Work Maturity system, go to www.netdoor.com/com/clw and click on Computer Learning Works. From there, you can download a flash demo of the assessment system.

BEST COPY AVAILABLE

OASYS Job Match

Company or Organization Developing, Selling or Administering Tool:	Vertek, Inc. 12835 Bel-Red Road, Suite 212 Bellevue, WA 98005 (800) 220-4409 WEBSITE:www.Vertekinc.com Instructional Technology, Inc. PO Box 2056 Easton, MD 21601 (410) 822-0370 FAX (410) 822-0842 WEBSITE: www.intecinc.net
What is the tool used for?	OASYS Job match is a tool to assist youth practitioners in matching people to jobs or training based on transferable skills and worker traits.
Who should use the tool?	OASYS Job Match is primarily used by professionals. The Job Seeker Workstation or the extracted Browse information component, Enhanced Job Analyzer, are accessible by students or clients.
How is the tool administered?	OASYS Job Match collects work history, academic and training records, and the results of vocational assessment to compile a skills and abilities profile on a client. This profile is used to perform a skills transfer to match to job titles or actual job bank openings, and/or compare the client's profile to target job titles. Job Developers can build a local job bank and search job openings against client data to identify qualified prospects.
How long does the assessment take?	An experienced OASYS user can enter a client's data, perform a skills transfer to match to job titles or actual job bank openings, and/or compare the client's profile to target job titles, in 10 to 20 minutes.
How is the assessment scored?	OASYS is a software-based system.
How much does it cost?	OASYS Job Match is $4,995; additional programs are discounted. Each OASYS Job Match allows 4 simultaneous accesses by function: Counselor, Job Developer, Browse, and the client access: Job Seeker Workstation.
Training time needed for those administering the tool:	OASYS users are usually trained by local Vertek representatives. Training varies between a half-day and a full-day, depending on the background of the trainees.
Who uses the product?	OASYS is used in School-to-Career programs, One-Stop Centers, career and counseling centers, welfare to work, corrections pre-release and transition, vocational rehabilitation, and workers compensation and insurance applications.
Related / Additional Items:	Enhanced Job Analyzer is the Browse component of OASYS and is available as a comprehensive, user-friendly occupational information system.
Where to obtain samples:	To view an example of the OASYS Job Match system, go to www.vertekinc.com and click on 'Products'. From there you can click onto OASYS and view sample screens.

Career Aptitude Survey

Company or Organization Developing, Selling or Administering Tool:	Careerware 808 Commerce Park Drive Ogdensburg, NY 13669 800-267-1544

BEST COPY AVAILABLE

What is the tool used for?	The Career Aptitude Survey (CAS) is a measure of work related aptitudes for secondary and college students and adults in career transition. The CAS provides a snapshot of an individual's potential for specific occupations. There are five sub-tests: Verbal Comprehension, Numerical Ability, Visual Speed and Accuracy, Space Visualization, and Numerical Reasoning. The results are related to over 675 specific occupations based on U.S. DOL information in two formats: ❑ CAS for Career Exploration which compares results with the general population. ❑ CAS for Vocational Guidance which compares results with people working in the occupation.
Who should use the tool?	The CAS has broad application and can be used by WIA One-Stop Centers, schools, career and employability development programs and service providers in a variety of venues.
How is the tool administered?	The CAS has computer-based administration with on-screen directions. Individuals taking the assessment work independently, requiring little examiner assistance. The assessment is computer timed and scored.
How long does the assessment take?	The assessment time is contingent upon the purpose/format selected. CAS for Career Exploration requires about 65 minutes and CAS for Vocational Guidance requires about 35 minutes.
How is the assessment scored?	The assessment is computer scored and results are provided via a profile upon completion of the assessment.
How much does it cost?	The CAS Start-Up Kit includes software, operating instructions, and a technical manual. The cost for an annual site license to a public agency is $495. The cost for an annual site license to a small agency or to a satellite site (with less than 250 clients per year) is $295.
Training time needed for those administering the tool:	While some training is required, the CAS does not require advanced training. The Technical Manual provides user friendly norm tables, describes the validation process, and discusses test interpretation.
Who uses the product?	Career and guidance counselors, WIA One-Stop Centers, and other professionals working to help youth prepare for future careers or education use this assessment.
Related / Additional Items:	The CAS can be used alone or integrated with Career Futures interactive modules for career exploration, Choices or Choices CT (online assessments/career exploration and planning) which are products distributed by Careerware.
Where to obtain samples.	www.careerware.com

INTERESTS/APTITUDES ASSESSMENTS

CareerScope

Company or Organization Developing, Selling or Administering Tool:	Vocational Research Institute 1528 Walnut Street, Suite 1502 Philadelphia, PA 19102 (215) 875-7387 FAX (215) 875-0198 E-MAIL: info@vri.org

	WEBSITE: www.vri.org Instructional Technology, Inc. PO Box 2056 Easton, MD 21601 (410) 822-0370 FAX (410) 822-0842 WEBSITE: www.intecinc.net
What is the tool used for?	CareerScope is an interest survey and aptitude assessment ideal for youth exploring career and educational options. CareerScope measures key aptitudes as well as targeting the user's areas of interest. **Interest Inventory Areas Measured**: Artistic; Accommodating, Industrial, Plants/Animals, Lead/Influence, Selling, Mechanical, Scientific, Humanitarian, Business Detail, Protective, Physical Performing. **Critical Aptitudes Measured**: General Learning Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Form Perception, Clerical Perception.
Who should use the tool?	Youth and young adults involved in career planning activities should use this assessment. Career and guidance counselors often appreciate CareerScope because the results help focus the career exploration process and establish the foundation for building career development portfolios.
How is the tool administered?	CareerScope is self-administered over a personal computer in an interactive format. It allows for the assessment of one or many people at the same time, and is easy to use, even for those with minimal computer experience. All that is required is a fourth grade reading level. If desired, counselors can customize test administration templates to control the traits assessed and the administration order.
How long does the assessment take?	The entire assessment process takes 60 minutes or less to complete.
How is the assessment scored?	CareerScope is scored automatically and results are available immediately.
How much does it cost?	CareerScope can be purchased for a single workstation, an entire lab, or anything in between. Buyers can decide whether or not they wish to purchase limited or unlimited use. Licenses cost $500, and the price of each assessment varies from $5 to $10 depending on the quantity of assessments purchased.
Training time needed for those administering the tool:	Training time is very minimal, since the assessment is PC guided.
Who uses the product?	Career and Guidance Counselors, One-Stop centers, and other professionals working to help youth prepare for future careers and/or education.
Related / Additional Items:	CareerScope Interest Inventory (CSII) can be used separately to measure interests without measuring aptitudes A pencil and paper version of the CSII will be released in the Fall of 2001.
Where to obtain samples:	To view an example of the CSII, go to www.vri.org and click on 'CareerScope'.

Holland's Self-Directed Search (SDS)

Company or Organization Developing, Selling or Administering Tool:	Psychological Assessment Resources (PAR) 16204 N. Florida Avenue Lutz, FL 33549 (813) 968-3003 FAX (813) 968-2598 E-MAIL: custserv@parinc.com
What is the tool used for?	The SDS provides career guidance for students and employees. It helps individuals explore their interests and competencies, discovering careers and occupations that best match the characteristics of their own personalities. Individuals will gain the self-knowledge they need to make career choices that are compatible with their interest and abilities.
Who should use the tool?	The SDS is ideal for youth, from junior high on, and adults interested in exploring career options.
How is the tool administered?	The SDS can be administered as an easy-to-use paper and pencil career assessment tool, or can be completed online.
How long does the assessment take?	The test is made up of four different sections and takes approximately 35 minutes to complete.
How is the assessment scored?	Persons completing the online version will receive a personalized report upon submission of the assessment. The paper and pencil version is self-scored.
How much does it cost?	There is no charge to take the test, but there is a fee of $8.95 to receive your results. Organizations using this assessment can purchase a specific number of uses (e.g. a specific number of reports), and log into their account with a password.
Training time needed for those administering the tool:	Very minimal training time is needed.
Who uses the product?	This tool is widely used by education and job training professionals, as well as in classroom settings.
Related / Additional Items:	EUREKA, the California Career Information System developed a similar assessment tool called the SDS Career Explorer in response to the need for a career assessment instrument appropriate for individuals in a junior-high and middle school setting. The Career Explorer is a self-administered assessment of students' career interests, and can be administered on its own or as part of a more comprehensive career exploration program. For more information, visit: http://www.eurekanet.org.

Kuder Career Search Assessment

Company or Organization Developing, Selling or Administering Tool:	National Career Assessment Services 601 Visions Parkway P.O. Box 277 Adel, IA 50003 (800) 314-8972 FAX (515) 993-5422 E-MAIL: ncasi@ncasi.org
What is the tool used for?	The Kuder Career Search with Person Match helps students and adults discover their career interests and explore occupations beyond job titles, and effectively apply their personal interests to their career plan. The Kuder Career Search with Person Match will assess an individual's preferences for everyday activities to measure his/her interests.
Who should use the tool?	Ideally, youth and adults involved in career planning and job search activities should use this tool.
How is the tool administered?	The Kuder Career Search Assessment is a sel guided, Interne based

	assessment.
How long does the assessment take?	Most people complete this assessment in 20-30 minutes or less.
How is the assessment scored?	Individuals receive an accurate, self-interpretive report of their career interests, including the unique Person Match feature. The Person Match scoring system compares an individual's interests with the interests of real people in a variety of occupations. The report provides detailed job sketches, written by those with interests that closely match the interests of the assessment-taker. The online report includes: preferred activity preference scales, Kuder Career Clusters, an occupational listing by education level within each of the clusters, news groups relating to the career clusters with articles updated daily or weekly, the top 25 Person Match sketches, steps for continued career exploration, direct link to the *Occupational Outlook Handbook (OOH)*, access to the complete Person Match database of job sketches, and a link to begin the lifelong Kuder Electronic Career Portfolio.
How much does it cost?	Individuals accessing the Kuder assessment online must pay a fee of $24.95 via credit card. Organizations can purchase a specific number of assessments, and access the assessment and reports as needed.
Training time needed for those administering the tool:	Online resources are available to assist counselors, teachers and other educators in administration and interpretation of the tool, as well as with continued career planning.
Who uses the product?	Counselors, teachers and other educators use the tool to assist their clients in career planning activities.
Related / Additional Items:	The Kuder Career Search with Person Match can be purchased as part of a package called the *Kuder Career Planning System*. The Kuder Career Planning System includes the Kuder Career Search with Person Match, Kuder Electronic Career Portfolio, and Administrative Database Management System. **Kuder Electronic Career Portfolio:** Helps individuals pursue their career interest results by professionally recording their career development activities. Recorded information is then available for use when applying for scholarships and internships, or interviewing for employment. Individuals may showcase special skills and achievements, and highlight career assessment results, educational and occupational background, community involvement, etc. **Administrative Database Management System:** Provides a secure database system to help administrators manage and monitor assessment results. System contains a site's assessment codes, individual demographic information, and allows administrators to review assessment results. If desired, administrators may filter results based on a variety of criteria, such as career clusters, activity preferences, ethnicity, gender, educational level, etc.

Myers-Briggs Type Indicator (MBTI)

Company or Organization Developing, Selling or Administering Tool:	Consulting Psychologists Press, Inc. Davies-Black Publishing 3803 East Bayshore Road PO Box 10096 Palo Alto, CA 94303 (650) 969-8901 (800) 624-1765 FAX (650) 969-8608

What is the tool used for?	The MBTI is a self-report personality inventory designed to give people information about their psychological type preferences. MBTI results indicate the respondent's likely preferences on four dimensions: extroversion or introversion, sensing or intuition, thinking or feeling, and judging or receiving. MBTI is used in: ➢ Self-understanding and development ➢ Career exploration, development and counseling ➢ Relationship and family counseling ➢ Organization development ➢ Team building ➢ Improving problem solving ➢ Management training ➢ Leadership development ➢ Education and curriculum development ➢ Diversity and multicultural training
Who should use the tool?	The MBTI is idea for use with youth and adults seeking to match their interests to a particular educational or career path. As a psychological instrument, the MBTI must be administered and interpreted by a practitioner qualified to purchase the instrument. This will typically be someone who has completed coursework in psychological tests and measurement and/or has completed an MBTI qualifying training workshop. Most qualified practitioners are located in human resources departments, or college and university counseling centers, or are employed as a career counselor.
How is the tool administered?	The tool can be administered three ways: as a paper and pencil exam, through purchased software, or over the internet at www.skills1.com.
How long does the assessment take?	The assessment typically takes 15-20 minutes to complete.
How is the assessment scored?	*Paper and Pencil*: The paper and pencil version can be self-scored, with a scoring template; or it can be mailed to the company to be scored. *Software*: At the time the software is purchased, a specific number of administrations and reports are also purchased. The software scores the assessment automatically, *Internet*: Tests are scored automatically, and users receive their report via a provided e-mail address.
How much does it cost?	An individual or organization can purchase as many administrations as needed, and price varies with quantity. If you plan to use over 100 per year, the internet-based version is more cost effective. If you plan to use less than 100, the software is more cost effective.
Training time needed for those administering the tool:	Training time needed is substantial. In order to purchase the MBTI, practitioners must meet minimum requirements established by the publisher, Consulting Psychologists Press, including: Professional use of the instrument, A 4-year college degree, and Completion of coursework in psychological tests and measurement, or equivalent documented training.

	If a practitioner has not completed coursework in tests and measurement, the APT MBTI Qualifying Training Program is accepted by the publisher as 'equivalent documented training.' The Training Program consists of 40-60 hours of pre-training study in addition to a 3-5 day training workshop that ends with an exam. Upon successful completion of the program, individuals are qualified to purchase the indicator.
Who uses the product?	The MBTI is most widely used by practitioners in training and organization development, counseling and psychotherapy, career counseling, education, and religious and spiritual work.
Related / Additional Items:	The Introduction to Type series is a book series that explores the 16 different personality types in greater detail. Each book in the series is 32 pages, and has at least one or more pages devoted to each of the 16 personality types.

Strong Interest Inventory (SII)

Company or Organization Developing, Selling or Administering Tool:	Consulting Psychologists Press, Inc. Davies-Black Publishing 3803 East Bayshore Road PO Box 10096 Palo Alto, CA 94303 (650) 969-8901 (800) 624-1765 FAX (650) 969-8608
What is the tool used for?	The SII assessment instrument reflects today's pattern of constant change in the world of work by providing a guide for career enrichment, change and development. The SII is based on the idea that individuals are more satisfied and productive when they work in jobs or at tasks that they find interesting and when they work with people whose interests are similar to their own. The assessment measures the respondent's interests in a wide range of occupations, occupational activities, hobbies, leisure activities, and types of people, and compares those interests to thousands of individuals who report being happy and successful in their jobs. It can be used to help individuals: choose a career, increase job satisfaction, make a career change, choose appropriate education and training, and find a balance between work and leisure.
Who should use the tool?	The SII is ideally used with older youth and adults who have work experience, and are ready for career enrichment, change or development. Organizations interested in employee retention may also find the tool useful.
How is the tool administered?	The tool can be administered three ways: as a paper and pencil exam, through purchased software, or over the internet at www.skills1.com.
How long does the assessment take?	The assessment contains 317 items and takes approximately 35-40 minutes to complete.
How is the assessment scored?	*Paper and Pencil and Internet versions*: The paper and pencil and the internet versions are sent to the company to be scored. Typical turnaround time for receiving the SII report is 2 weeks. *Software*: The software system is more flexible, and is scored automatically.
How much does it cost?	A package of 10 administrations, with reports is $74.60. All SII assessments are pre-paid, though the software system can be more

	flexible.
Training time needed for those administering the tool:	Training time needed is substantial. In order to purchase the MBTI, practitioners must meet minimum requirements established by the publisher, Consulting Psychologists Press, including: ➢ Professional use of the instrument, ➢ A 4-year college degree, and ➢ Completion of coursework in psychological tests and measurement, or equivalent documented training. If a practitioner has not completed coursework in tests and measurement, the APT MBTI Qualifying Training Program is accepted by the publisher as 'equivalent documented training.' The Training Program consists of 40-60 hours of pre-training study in addition to a 3-5 day training workshop that ends with an exam. Upon successful completion of the program, individuals are qualified to purchase the indicator.
Who uses the product?	The SII is most popular among career counselors and in the university setting, but is used in various programs offering career exploration and development.
Related / Additional Items:	Consulting Psychologists Press has designed a book to go along with the SII assessment. The book is entitled, "Where Do I Go Next: Using the Strong Interest Inventory Results To Plan Your Career".

Differential Aptitude Tests

Company or Organization Developing, Selling or Administering Tool:	Harcourt Educational Measurement Customer Services PO Box 708912 San Antonio, Texas 78270-8912 1-800-211-8378
What is the tool used for?	The Differential Aptitude Tests (DAT), Fifth Edition, provide individuals with information that is helpful to career exploration and career decision-making. The complete battery includes eight sub-tests: Verbal Reasoning, Numerical Reasoning, Abstract Reasoning, Spatial Relations, Spelling and Language Usage. The DAT is also available as a partial battery that includes the Verbal and Numerical Reasoning components.
Who should use the tool?	The DAT provides for two levels of assessment: Level I primarily for adolescents and Level II primarily for youth to adult. The DAT can be used in a wide range of programs, including basic adult education, community college, vocational-technical education, correctional education programs, tech prep, youth apprenticeship, and school to careers.
How is the tool administered?	The DAT is available in a paper and pencil format using test booklets and answer sheets for scanning.
How long does the assessment take?	The entire battery requires 156 minutes to complete; the partial battery requires 90 minutes to complete.
How is the assessment scored?	The DAT may be either hand scored or machine scored. Scanning and scoring services, as well as a variety of reports are available, including: DAT Individual Report that provides both scores and narrative interpretation, DAT Summary of Total Group, and reports

	that provide DAT results integrated with career interest survey information.
How much does it cost?	The DAT Examiner Kit costs $34.50; the Partial Battery Examiner Kit is $30. Test booklets are sold in sets of 25 with the full battery costing $128 and the partial battery costing $59. Machine Scannable Answer Sheets/Documents per 100 are $99.50. Scanning/scoring charges are about $3 each. Quantity-based pricing is available for each of the available reports.
Training time needed for those administering the tool:	Training time to administer the DAT is minimal. However, sufficient background is necessary to apply findings to guide individuals through career development and decision-making.
Who uses the product?	The product may be used in a variety of settings, including secondary and post-secondary, youth employment and training, and adult education.
Related / Additional Items:	The companion Career Interest Inventory (CII) is an assessment to help individuals explore careers. The CII and DAT, when together, can provide an integrated picture of interest and aptitude information.
Where to obtain samples.	The DAT is available from Harcourt Educational Measurement. The information via the Internet, the address is www.HEMWEB.com.

Career Maturity Index

Company or Organization Developing, Selling or Administering Tool:	Careerware 808 Commerce Park Drive Ogdensburg, NY 13669 800-267-1544 www.careerware.com
What is the tool used for?	The Career Maturity Index (CMI) is based on 15 years of research (John D. Crites, Ph.D.). The CMI is a career readiness assessment that measures youth and adult attitudes and competencies that lead to effective career decision-making. This includes knowledge about occupations and the decisions inherent in career choice. The instrument can be used as a pre-post program measure for individuals in career development related programs. The CMI is used for screening and to determine and plan the level and type of services needed by an individual. The norming procedures permit comparison of the individual to others nationally.
Who should use the tool?	The CMI is designed for broad use with youth populations. Schools, one stops, colleges, and vocational rehabilitation are among the service providers using the CMI.
How is the tool administered?	The assessment is provided through a "paper and pencil" format. Test-takers work independently and require minimal assistance.
How long does the assessment take?	The CMI requires 45 minutes to administer and score.
How is the assessment scored?	The CMI is scored by hand.
How much does it cost?	Assessment Booklets, in a set of 25, are $50 and $175 for a set of 100. A Sourcebook is available for $35.
Training time needed for those administering the tool:	The CMI requires minimal training for administration, interpretation of results.

Who uses the product?	The CMI is used in schools (junior and senior high), one stop centers, special programs for at-risk youth, vocational rehabilitation programs, colleges, and other career development service providers.
Related / Additional Items:	The Career Developer is used in follow-up to the CMI, providing materials to help individuals develop specific competencies in concert with CMI findings.

Harrington-O'Shea Career Decision-Making System Revised

Company or Organization Developing, Selling or Administering Tool:	American Guidance Services (AGS) 4201 Woodland Road Circle Pines, Minnesota 55014-1796 800-328-2560
What is the tool used for?	The Harrington-O'Shea Career Decision-Making System (CDM-R) matches career clusters with an individual's interests, values, abilities, and plans for career exploration and investigation. The CDM-R extends the assessment experience by providing students and adults with action steps and suggested resources. The CDM-R is available in English and Spanish editions.
Who should use the tool?	The CDM-R can be used in a variety of settings that provide career development planning and exploration, including: schools, WIA One-Stop Centers, tech prep programs, and school to work initiatives. The two levels of the CDM-R enable the tool to be used with a relatively broad audience. Level 1 fourth grade reading level) uses simplified language and can be beneficial for use with adolescents, junior high school students, individuals with limited reading skills or learning disabilities. Level 2 (overall seventh grade reading level) can be more beneficial to high school and college students and adults.
How is the tool administered?	The CDM-R is provided in two formats: Hand-scored edition (Levels 1 and 2) and Machine-scored edition (Level 2). The hand-scored edition is a "paper and pencil" assessment booklet containing both the survey and interpretive information. The Machine-scored version includes reusable survey booklets and scannable answer sheets.
How long does the assessment take?	Level 1 includes 96 items and takes less than 30 minutes to complete. Level 2 includes 120 items and takes less than 45 minutes to complete.
How is the assessment scored?	The hand-scored edition includes the survey and interpretive information making scoring easy to complete. The machine-scored version requires that answer sheets be forwarded to AGS for scoring. In five working days the information is processed –resulting in Profile and Group Summary Reports, as requested/ordered. There is also "on screen" capacity.
How much does it cost?	The cost for hand-scored and CDM Software for scannable forms and interpretive folders are each $52.95 for 25 administrations. Capacity for on screen administration is $34.95. The CDM Manual is $29.95. The CDM Sampler Package is $9.95.
Training time needed for those administering the tool:	The amount of training time is minimal.
Who uses the product?	The CDM-R is used by clients who are in a variety of programs and settings schools, tech prep programs, school to career programs, and employment and training programs.

Related / Additional Items:	AGS provides CDM Worktexts for exploring career choices as companions to the CDM-R.
Where to obtain samples:	AGS 4201 Woodland Road Circle Pines, Minnesota 55014-1796 www.agsnet.com

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").